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The Use of Modern Technologies in Remote Teaching as a Consequence of Covid-19: A Turning point.

Case Study of Second Year EFL Students in Mila University Centre.

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

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Dedication

This dissertation is dedicated to the dearest people to my heart

my parents

My dearest mother, who has been a source of support all

along this journey, and whose patience, sacrifice, and unconditional love have provided me

with the strength to continue my path

I will never thank you enough, Mama.

My dearest father, who has always been by my side wishing me all the best

Thank you, papa,

To my brothers and my family

To my second family, my friends who embraced me with love and care and provided me with

confidence and support

I'm grateful for each one of you.

To my cat whose constant warmth and companionship I could not repay.

Wissam BELLI.

In the name of Allah, Most gracious, Most Merciful, All the praise is due to Allah

I Have a great Honor to dedicate this work to:

My beloved mother, who always gives me love and support

To my beloved father who has sacrificed a lot to make me the person who I am today.

I just can say thank you for everything

A special thanks to my brothers Salah Eddine and Mohamed for their support and help

To my lovely sisters, Alae and Ryma

To all my friends especially Asma

BESMA

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Abstract

Covid 19 was undeniably a turning point in the process of education. Its effects led to a radical change in the way of teaching and learning, which is a shift from a conventional classroom to remote education by the use of various modern technologies and platforms to save the academic year. This study aims to determine the various technologies which were used and investigate their efficiency in remote teaching during the covid 19 pandemic, the challenges that face both teachers and learners, as well as teachers' and students' attitudes towards using these technologies in online teaching. To meet the research aims, two research means were involved: a questionnaire was submitted to a randomly selected sample which is composed of 70 second-year students of English from the whole population. Whereas, another questionnaire was submitted to a randomly selected sample which is composed of 10 teachers from the Department of English at Abd Alhafid Boussouf in Mila University. The results yielded by both teachers' and students' questionnaires reveal that the process of remote teaching in Mila university centre depends in most cases on Moodle platform. They also show that lack of explanation caused by the limitations of technologies and platforms used, in addition to technical issues such as bad internet connection and platforms breakdown were the main challenges that faced both students and teachers and led them to have negative attitudes towards remote teaching. In addition, EFL teachers and learners in Mila University Centre believe that face to face teaching can never be replaced by remote teaching.

Key Words: Covid-19, Modern Technologies, EFL, Remote Teaching, Distance Education, E-Learning

List of Acronyms and Symbols

COVID-19: Corona Virus Disease of 2019.

SARS: Severe Acute Respiratory Syndrome.

MERS: Middle East Respiratory Syndrome.

EFL: English as a Foreign Language.

L2: Second Language.

DE: Distance Education.

E-learning: Electronic learning.

ERT: Emergency Remote Teaching.

LMS : Learning Management System.

ICT : Information and Communication Technologies

MOODLE: Modular Object-Oriented Dynamic Learning Environment.

VLE: Virtual Learning Environment.

CMS : Course Management System.

OLE: Online Learning Environment.

PDF: Portable document format.

WHO: World Health Organization.

UNESCO: United Nations Educational Scientific and Cultural Organization.

HEIs: Higher Education Institutions.

Q: Question

List of Tables

List of figures

Table of the Contents

General Introduction

Chapter One: Theoretical Part

Section One: Covid-19 The global Pandemic

Section Two: Distance Education

Section three: Modern Technologies in Remote Teaching

Chapter Two: Field Work

Section One: Research Methodology

Section Two: Analysis and Discussion of The Results

Résumé

General Introduction

1. Statement of the Problem

Education, as any other field, witnesses constant changes in the 21ST century. Thanks to the development of internet and technology, education became easier. In the past, most schools were using the classical methods of teaching where leaners are mainly taught in classes, only small number of schools around the world were using in most cases blended learning. But, 2020 was one of the most difficult years, a year full of fear and loss of lives around the world. On March 11, 2020, Corona virus was declared as a global pandemic and people's lives have changed.

Everything has changed during this global pandemic of Covid 19, including the process of education where governments all around the world impose some strict measures in order to reduce the spread of the virus. Some of these measures include lockdowns and social distancing. Schools and universities were closed, and the process of teaching was hindered. What was supposed to be a short break of few days became months. The reason behind this study is that the measures that were imposed to limit the spread of Covid 19 threatened the academic year to fail and students had no idea about how, where and when they can study again; this situation leads the universities around the world to search for a best method to overcome this problem, to cope with the situation and to provide the students with good learning conditions. As a result, remote teaching with the use of modern technologies was imposed as the only solution to rescue the academic year and to save the processes of teaching and learning. So, this study seeks to investigate the efficiency of these technologies in remote teaching during the Covid 19 pandemic.

2- Significance of The Study

The results of this study make a great contribution to the field of English as a foreign language, because remote teaching was a new experience to the field, knowing these challenges and problems which were faced by the students and the teachers can develop a better experience of remote teaching in the future.

3. The Aim of the Study

The present study seeks to achieve particular aims. Firstly, it aims at investigates EFL teachers' and learners' attitudes towards remote teaching and the implementation of modern technologies during this process, Secondly, it explores what kind of technologies and platforms used by EFL teachers and learners in Mila university centre. Thirdly, it seeks to find out the challenges that are faced by the EFL teachers and learners during the processes of online education.

4. Research Questions

- What are the teachers' and students' attitudes towards remote teaching using modern technologies?
- What are the modern technologies used by EFL teachers and learners in Mila University Centre during remote education?
- What are the most significant challenges that face both teachers and students in remote teaching during the covid-19 pandemic?
- To what extent the use of modern technologies in remote teaching can replace face to face teaching.

5. Means of The Research

For the sake of collecting data, two questionnaires were utilized ; the first questionnaire was administered to the second year EFL learners at the department of foreign languages in Mila university centre, the sample with which the study is concerned is randomly selected and it is composed of 70 students from the whole population. The second questionnaire was administered to English teachers in Mila university centre (10 teachers).the purpose behind these questionnaires is to gather data about teachers' and students' attitudes towards the use of modern technologies in remote teaching as a consequence of Covid-19.

6. Structure of The Study

This dissertation starts with a general introduction that consists of the statement of the problem, the significance of the study and aims of the study, research questions, and research means. The first chapter is divided into three sections the first section sheds light on the Covid-19 pandemic and its effect on the world and on education as a particular. The second section deals with the concept of distance education, its types, advantages and disadvantages, the role of teacher and learner during this process and it gives a clear view about the development of distance language learning over the years. The third section deals with the implementation of modern technologies in remote teaching , the challenges that faced this process and some EFL teachers' and students' attitudes towards the use of these technologies in remote teaching. The second chapter or the practical one deals with the analysis of the data collected from the research tools. It includes the analysis and the interpretations of the students' and teachers' questionnaires, with the discussion of the findings and the results of the data collected from the questionnaires and the answers of the research questions

Chapter One: Theoretical Part

Section One: Covid-19 The global Pandemic

Introduction

In 2020, the world has witnessed the spread of a dangerous virus which became a pandemic that affected all life domains including education. This first section of this dissertation which is under the title "Covid-19 the global pandemic" gives a general overview of the covid-19 pandemic and in order to clarify the notion of Covid-19, a group of definitions has been gathered and analysed. It also shows an overview of this virus, how it starts, and its effect on the world, society, economy and the educational process.

1.1.1. An Overview of the Pandemic

In 1966 Coronaviruses was described for the first time by Tyrell and Bynoe when they cultivated the viruses from the common cold patients. (Tyrell& Bynoe,1966 as cited in Velavan & Meyer 2020). They are a large family of viruses that are transmitted mainly between animals and humans, or they affected animals only. These types of viruses are responsible for the common cold and some respiratory diseases such as the severe acute respiratory syndrome SARS, the middle east respiratory syndrome MERS, etc. (Bandypodhyay,2020). In the last two decades, The world has witnessed the emergence of three types of Coronaviruses, these viruses were the reason behind major health consternation and outbreaks (Guarner,2020). The first type was SARS which emerged in China in 2002, and then it became an epidemic that spread to many countries such as Canada, the United States and other European countries and the view that coronaviruses caused only some respiratory infections has changed. When the virus is contained,

another epidemic has emerged in Saudi Arabia in 2012 called MERS, which spreaded to other countries such as the United Kingdom, the United States and some European countries, now the history repeats its self; the world is suffering from another type of virus which is covid- 19 or SARS CoV2 (Kumar,2020).

1.1.2. Definition of Covid-19

The novel Covid-19 is a newly discovered type of the large RNA family of coronaviruses which belongs to the order known as Nidovirales, from *the* Coronaviridae family and the subfamily Coronavirinae. in specific it is a beta coronavirus called SARS-CoV-2. This infection outbreak of covid 19 was first discovered in late December 2019 in Wuhan, China (Abebe et al., 2020)

The writer further defines Covid 19 as "an illness caused by a novel coronavirus now called severe acute respiratory syndrome coronavirus2. It was first identified amid an outbreak of respiratory illness cases in Wuhan City, Hubei Province, China". Furthermore, it was declared as a global pandemic on March 11, 2020. By the world health organization (Abebe et al., 2020). This virus can be transmitted by direct contact with a person who holds the virus or by inhalation; the infected person may suffer from various symptoms such as fever, cough, sore throat, breathlessness, fatigue, and malaise. The severeness of the symptoms can vary from one person to another. it can be dangerous especially for elders and, some people may be asymptomatic (Singhal, 2020).

1.1.3. The Global Impact of Covid 19

Covid 19, or what is called corona disease 2019 (previously 2019- nCoV), emerged in Hubei province of the people's republic of China has spread to many other countries (Valavan & Meyer,2020). Many strict measures were adopted by many governments in order to slow down the spread of the virus within and across the countries, including lockdown with school and workplace closure, social distancing, self-isolation, restriction of travel and border closure to minimize the transmission of the virus (Knoll,et al.,2020). All of these measures have changed peoples' lives and have affected many life domains, including social relationships, economy, politics, education , etc.
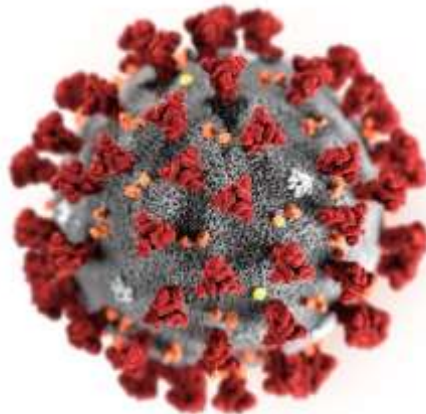
Figure 1

Illustration of the SARS-CoV-2 (Sohrabi et al., 2020)

1.1.3.1. The Impact of Covid 19 on Social Life

Man is a sociable animal and social relationships and interactions are essential and integral to the human civilization from the existence, the absence of such meaningful relationships cause

many psychological problems such as anxiety, depression, mental disorders, loneliness, panic states, health hazards and other problems that impact the life of the individual and the society , and due to the covid-19 pandemic social distancing measures were increased and these deep relationships were severely affected (Singh& Singh,2020). In other words, the human existence is based on the interaction and relationships between the individuals but covid 19 has affected these relationships as a result many psychological problems are faced by the individuals and the society as a whole was impacted.

1.1.3.2. The Impact of Covid -19 on The Economy

This pandemic has also affected the economy around the world. Almost all factories, restaurants, pubs, market, flights, supermarkets, malls, universities and colleges etc., were closed, and the economic market and share market collapse. Even simple acts like the daily movement of individuals and buying essentials were limited due to the fear of this virus. All this has impacted the world's economy somewhere (Singh & Singh 2020).

1.1.3.3. The Impact of Covid -19 on Education (a turning point)

After the declaration of COVID-19 as a global pandemic by The World Health Organization (WHO) on March 11, 2020 (as cited in Hau et al., 2020). governments in most countries decided to put strict measures to minimize the spread of this highly infectious disease. These measures include social distancing and lockdowns, and it also includes schools, educational centres and universities shut down; in this case, millions of students around the world were turned to distance education. Hodges et al (2020) stated that most colleges and schools were struggling to maintain the educational process in their institutions, yet, keeping the students safe from this global pandemic, most institutions decide to cancel all the face-to-face classes and moved to the online

teaching to avert the spread of this dangerous virus. In other words, covid 19 was a turning point in the process of education.

According to Marinoni et al (2020), education was affected at almost all the higher education institutions by the covid 19 pandemic, and only about 2% of these HEIs declared that the process of education was not affected.
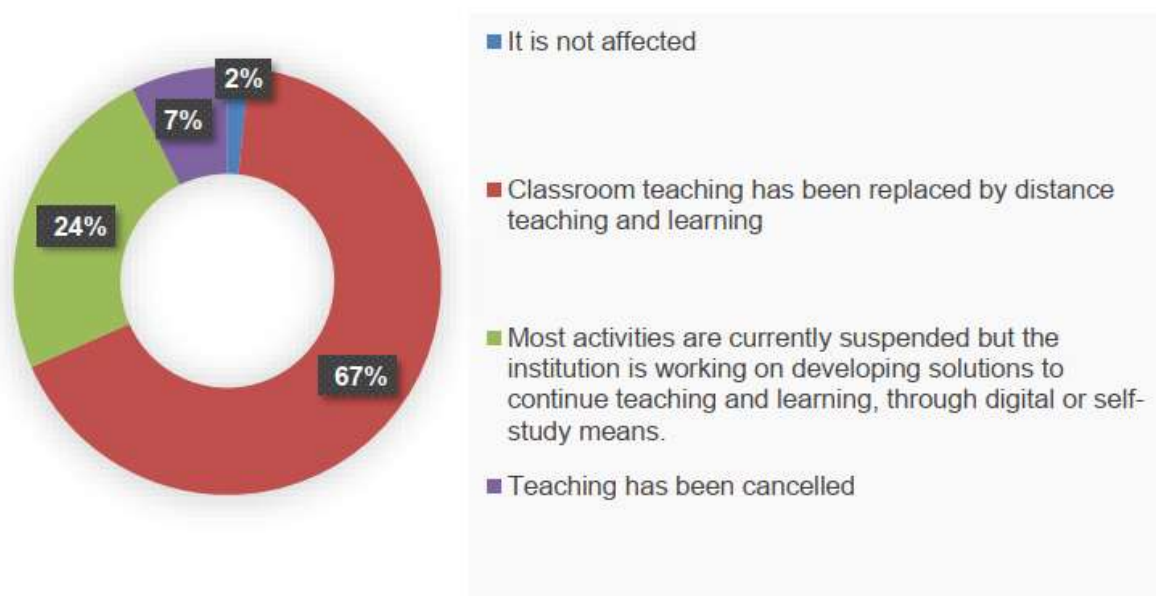
Figure 2

How has COVID-19 affected Teaching and Learning? (Marinoni et al. 2020, p.23.)

This figure above shows that almost a quarter of the HEIs currently suspended most of their activities, yet working on developing solutions to maintain the process of education either by digital or self means. In addition to that, two-thirds reported that distance education was imposed as a replacement for classroom teaching. Meanwhile, only 7% of the higher education institutions reported that teaching had been cancelled (Marinoni et al. 2020, p.23).

Conclusion

Due to the spread of the newly discovered virus of Covid-19 different measures were imposed by governments around the world, such as quarantine and social distancing forced a sudden switch from face-to-face education to distance education.

Section Two: Distance Education

Introduction

Remote teaching is a method of teaching in which instructors and students meet online away from the classroom. It can be used interchangeably with other terms such as distance education, online education …

This section gives a clear image to the field of distance education, it provides a clear definition of the term distance education, its main types (synchronous, asynchronous), advantages and disadvantages, the role of both teachers and learners in this process. Furthermore, it gives a clear view to development of distance language learning over the years and the role of distance education during the pandemic of covid-19 in which the term emergency remote teaching was used to describe the sudden switch from the traditional method of teaching and learning to distance education.

1.2.2. The History of Distance Education

Distance education is not a new term or new teaching method; its origins can be traced back to the 18th century. although distance education was known in the late 1800s, its rapid increase was along with the development of the internet technological revolution in the 1990s. Furthermore, it is constantly reaching new heights as technology advances, so calling it a new phenomenon is not the appropriate way to describe it (Kentnor,2015).

Distance education went through many generations to reach how it is today. from correspondence education to radio and television broadcasting to the internet and modern

technologies, Garrison (1985) categorized distance education based on the technological innovation to three generations:

1.2.2.1. The First Generation: Print-Based Correspondence Education

Correspondence education was defined as "a method of providing education for non-resident students, primarily adults, who receive lessons and exercises through the mail, or some other device, and, upon completion, return them for analysis, criticism, and grading" (p.23) (Encyclopedia Britannica, 2012 as cited in Kentnor 2015).

Bates (2005) as well as Peters (1994) Cleared that the first generation of distance education which is called print-based correspondence education was depending only on the written and printed texts such as books, manuals, and newspapers, which were depending on the postal services to deliver them to the learners, this type of distance education did not afford interaction between the learner and the teacher (as cited in Aoki,2012). Furthermore, Dean (1994) Supported the same idea by stating that the first models of distance learning relied solely on pre-printed correspondence courses. Because basic telecommunication technologies such as television and radio had not yet been invented, there was no face-to-face or voice-to-voice connection between teachers and pupils using this approach (as cited in Demiray & İşman, 2001). Further explained that only the mail service was accessible in the correspondence education system for instructors to send their lessons to students who lived in different locations. In return, the students send their answers to the teacher and wait for their degrees to be mailed to them. The authors further point out that the University of Chicago was the first to establish a significant correspondence program in the United States by the late 1800s, where the teacher and the learner were at different locations. these Early efforts by educators, such as William Rainey Harper in 1890-1892, to offer

alternatives for normal education were ridiculed and looked at as an inferior education in the light of the fact that correspondence study was directed to those who could not afford the expanses of residence at educational institutions.

1.2.2.2. Second Generation of Distance Education

Fidanian (2020) demonstrated that the second generation witnessed a considerable development of distance education due to the invention of the radio. Moreover, it is believed that the first university which used radio in education was the Pennsylvania State University in 1922. In addition to radio, experimental television teaching programs were produced at the University of Iowa, Purdue University, and Kansas state college in early 1930. However, College credit courses were not made available via broadcast television. Until 1950 whereas western reserve university was the first to offer a continuous series of such courses, beginning in 1951 (Schlosser & Simonson, 2006)

This generation used a variety of techniques to teaching and learning in which education was delivered by audio and video, typically in the form of lectures. Examples of this form of distant education include photographing lectures, broadcasting lessons on radio or television, and videocassette or DVD recording of lectures. The usage of these medium assisted in reaching a larger number of students with lectures (David & Amey,2020).

1.2.2.3. The Third Generation of Distance Education

According to Aoki (2020), information and communications technology (ICTs) were the basis for learning in the third generation of distance education and thanks to its interactive, language learning became possible. Bates (2005) cleared that this generation of remote education relied on two-way communications media like the internet or video-conferencing that allows interaction

between the instructor and the remote learner and also provide much more equal distribution of communication between teacher and students and as well between students themselves was afforded thanks to these technologies the author further mentioned that this generation had grown fast due to the rapid expansion of the internet and, specifically, the world wide web. This has also influenced conventional education. The world-wide-web allowed digital materials to be created, stored, and accessed. The internet also provides e-mail and bulletin boards in addition to digital video-conferencing, which made remote learning much easier and efficient.

1.2.1. Definition of Distance Education

According to Keegan (1983), the main idea of distance education is that the process of teaching and learning is at a distance. (as cited in Al- Alawnah, 2013). In other words, during the process of teaching and learning, the teacher and the learner are separated from each other.

William et al. (1999) emphasized the separation in both time and place between teachers and learners and defined DE as "the teaching- learning arrangement in which the learner and the teachers are separated by geography and time" in the sense that teachers and learners are separated in both time and place (as cited in White,2003)

In 1996 Moore, in collaboration with Kearsley, defined distance education and emphasized that teaching occurs in a different place away from learning and this process requires special organizations, techniques, technologies and methods of communication. They pointed out that:

> *Distance education is planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special*

method of communication by electronic and other technology, as well as

special organizational and administrative arrangements. (p.2)

The term distance education can be used interchangeably with different terms in the field as mentioned by Picciano (2001), he stated that "distance education, distance teaching, distance learning, distributed learning, asynchronous learning, telelearning, mobile-learning, and flexible learning are some of the terms used to describe an educational process in which the teacher and the learner are being separated" (as sited as cited in Al- Alawnah, 2013). Similarly, white (2003) considered that distance education can be replaced by the term distance learning saying that "distance education and distance learning are often used as synonyms or near-synonyms in the field "(p.11)

Holmberg (1995), defined distance education in term of communication between the learners and their educational institution, he stated that distance education is a "consistent non-contiguous communication between the supporting organization and its students" (p.2). This communication can be divided into two types:

1- One-way traffic: referred to pre-produced course sent by the supporting organization or the institution to the learners and involving them in interaction with printed text and recorded words. This is what is called simulated communication (Holmberg,1995).

2- Two-way traffic: refers to the real communication between the learner and the supporting communication through telephone, E-mail, telefax and more technologies are now widely used (Holmberg,1995).

1.2.3. Distance Education Theories

Over the last two decades, different theories and contributions have been proposed by Desmond Keegan, Otto Peter, Börje Holmberg, Michael Moore, D.R.Garrison (and Myra Baynton and Doug Shale), and Thomas Clark ,John Verduin. The main aim of these theoretical frameworks is to encompass the whole activity in distance education (Amundson,1993).

Keegan(1986), in his book the foundation of distance education, classified several theories of distance education into three main classes: theories of independence and autonomy theories of interaction and communication, theories of industrialization of teaching (as cited in Simonson et al.,2015).

1.2.3.1. Theories of Independent Study

1.2.3.1.1. Moore's Theory of Independent Study and Transactional Distance

It is a theory of distance education formulated by Moore in the 1970s, which he calls "independent study", is a classification method for distance education programs shaped due to Moore's experience in adult education and university extension. This theory analyses two variables in educational programs, which are the distance between students and teachers and the amount of student's autonomy (Schlosser&Anderson.,1994).

For Moore, the distance between teachers and learners is more than a geographical distance. It is psychological, educational and a distance in relationships also, he said that "There is now a distance between learner and teacher which is not merely geographic, but educational and psychological as well. It is a distance in the relationship of the two partners in the educational enterprise. It is a 'transactional distance'" (Moore,1983,p.155 as cited in Saba,2003). The

transaction is the separation of teachers and students that affect the process of teaching and learning; this separation leads to communications and psychological space and a gap of misunderstanding of the inputs of both teachers and learners. Thus, the transactional distance is the psychological and the communication space between teachers and learners (Moore,1993).

According to Moore (1993), the extent of transactional distance is a function of three variables that are named dialogue, structure and learner autonomy, These three variables are related to teaching and learning , they are not technological or communications variables

- **Dialogue** the terms dialogue and interaction seem that they have the same meaning, and sometimes they are used interchangeably. However, they are not the same. The distinction between them is that dialogue is the series of interactions which have positive qualities (Moore,1993).it expresses the extent to which the program, the student and the teacher have the ability to respond to one another in any educational program (Amundsen,1993).

- **Structure** is described as "a measure of an educational program's responsiveness to learners' individual needs" (Moore ,1983, P.157 as cited in Amundsen,1993). In the sense that structure is the level to which the educational programs are responsive to the learner's needs.

- **Learner Autonomy** Moore addresses the learner's autonomy. He claimed that in a traditional classroom, learners depend on their teachers for guidance and that in most programs, distance or conventional, in this case, the teachers are active while students are passive. In distance education, there is a gap between teachers and learners. thus, students must hold a high degree of responsibility to conduct their learning program. The autonomous learners need only a little help from teachers who play the role of respondents more than a director. However, some adult learners need help in identifying the source of information, setting and measuring their

learning objectives (Simonson et al.,1999). It is linked to the transactional distance as Moore (1993) stated "the greater the transactional distance, the more autonomy the leaner has to exercise (as cited in Amundson,1993). In the sense that when there is a high degree of transactional distance the learner will be more autonomous.

Moore (2013) pointed out that distance education programs can be classified as "nonautonomous" (teacher-centred) or autonomous (learner-centred), and sets the degree of autonomy according to the answers of three questions summarized in whether the selection of the learning objectives in the program and the use of resource persons, bodies and other media in addition to the decision about the method of evaluation and criteria to be used are the responsibility of teachers or learners (as cited in Simonson et al.,2015).

According to Moore (1993), The success of distance education depends on well-structured learning materials and also when the students have the opportunity to interact with their teachers, this opportunity can be provided by the educational institutions and the teachers. In other words increasing dialogues between the teacher and the learners using different technologies such as videoconferences technology and providing different well printed materials in order to reduce the transactional distance.

1.2.3.1.2. Charles Wedemeyer's Theory of Independent Study

For Wedemeyer, the independence of students is the core of distance education. He preferred to use the term independent study instead of distance education at the university or the college level (Keegan,1986 as cited in Schlosser &Anderson,1994). He assumes that the learners can get their independence through different means, such as the possibility to learn anytime and anywhere and to control and organize their learning process (Saba,2003).

According to Simonson et al. (2015), Wedemeyer sets ten characteristics for a distance educational program with the implementation of technologies in order to emphasize learner's autonomy and independence, according to him the distance educational program should be:

1. Be capable of operation anyplace where there are students—or even only one student—whether or not there are teachers at the same place at the same time;

2. Place greater responsibility for learning on the student;

3. Free faculty members from custodial-type duties so that more time can be given to truly educational tasks;

4. Offer students and adults wider choices (more opportunities) in courses, formats, and methodologies;

5. Use, as appropriate, all the teaching media and methods that have been proved effective;

6. Mix media and methods so that each subject or unit within a subject is taught in the best way known;

7. Cause the redesign and development of courses to fit into an "articulated media program";

8. Preserve and enhance opportunities for adaptation to individual differences;

9. Evaluate student achievement simply, not by raising barriers concerned with the place, rate, method, or sequence of student study; And

10. Permit students to start, stop, and learn at their own pace. (as cited in Holemberg,1995,p.8)

1.2.3.2. Theory of Industrialization of Teaching

After examining a research base which included an extensive analysis of the distance teaching organizations of the 1960s. The Germanic Peter (1986) proposed a theory based on the idea that distance education can be analysed by comparison with the industrial production of goods (as cited in Simonson et al.,2015). For him, the structure of DE is based on the same rules and principles that govern the industrialization of the working process in the production of goods (Peter,1993). In addition, in his contribution, Peter considers that the success of distance education is due to its consistency with the principles, organization and values of the current industrial society (Amundson,1993).

Due to the comparison between the DE and the production of goods processes, Peter noticed some similarities such as mechanization, division of labour, standardization, centralization and, mass production (Amundson,1993). The results of this comparison are summarized in:

- Development of distance study courses is just as important as the preparatory work that takes place prior to the production process.

- The effectiveness of the teaching process is particularly dependent on planning and organization.

- Courses must be formalized and expectations from students standardized.

- The teaching process is largely objectified.

- The function of academics teaching at a distance has changed considerably vis@vis university teachers in conventional teaching.

- Distance study can only be economical with a concentration of the available resources and a centralized administration.

<div align="right">(Peter,1993,p .36)</div>

The findings of the comparison show that distance DE has some industrial characteristics that make it totally different from the traditional method (face to face education).

1.2.3.3 Theory of Interaction and Communication

This theory is called "guided didactic theory", it is one of the theoretical frameworks that have been involved over the years, it was reported for the first time in English in 1983, Holumberg in this theory focuses some efforts on the structure of distance education while his main focus was in the enter personalization of teaching unlike the other theorists (Peter, Moore) (Amundson,1993). This theory linked the the effectiveness of teaching to the effect of feelings of belonging and cooperation and the actual exchange of justifications, answers and questions (Holmberg,1985 as cited in Simonson et al., 2015). In other words, the effectiveness of teaching is based on the interaction between the participants and their feeling of belonging.

According to Simonson et al. (2015), this theory is based on seven backgrounds assumptions:

1. The core of teaching is interaction between the teaching and learning parties; it is assumed that simulated interaction through subject-matter presentation in preproduced courses can take over part of the interaction by causing students to consider different views, approaches, and solutions and generally interact with a course.

2. Emotional involvement in the study and feelings of personal relation between the teaching and learning parties are likely to contribute to learning pleasure.

3. Learning pleasure supports student motivation.

4. Participation in decision making concerning the study is favourable to student motivation.

5. Strong student motivation facilitates learning.

6. A friendly, personal tone and easy access to the subject matter contribute to learning pleasure, support student motivation, and thus facilitate learning from the presentations of preproduced courses (i.e., from teaching in the form of one-way traffic simulating interaction, as well as from didactic communication in the form of two-way traffic between the teaching and learning parties).

7. The effectiveness of teaching is demonstrated by students' learning of what has been taught.

<div align="right">(Simonson et al.,2015,p. 46-47)</div>

From the assumptions of Holmberg, it is clear that the relationship and the interaction between teachers and learners plays an important role in the effectiveness of distance education.

1.2.4. Types of distance Education

1.2.4.1. Synchronous Distance Education

Synchronous distance learning refers to learning and teaching that happened simultaneously. The teacher and learners communicate directly with each other by using audio or video teleconferencing or instant messaging and virtual classrooms (Ruiz et al., 2006). In a synchronous virtual classroom, many people are connected together via the internet where they can communicate at the same time, make presentations, conduct meetings or seminars by using different teleconferencing tools (Martin & Parker, 2014).

In second language learning, synchronous remote learning enables the learners to get immediate feedback to their errors from their instructors while being exposed to native and non-native listening input; this can lead to conscious language learning, the immediate writing in the chatbox teach the students to write spontaneously without thinking too much, which gives a chance to the instructor to notice all the mistakes in addition to that the teacher's written presentations apply the essential pressure to read and comprehend instantly. Moreover, learner's anxiety can have a negative impact on the progress of second language learning emotional behaviour of learners must be considered when constructing Relativities for a synchronous session. (Chen & Lee, 2011).

1.2.4.2. Asynchronous distance education

According to Ruiz et al. (2006), synchronous distance learning is an online or distance education in which teachers and learners are separated in both time and place, and the teacher conducts interaction through blackboards and e-mails (as cited in Lin&Gao,2020). Asynchronous atmospheres give the learner ready courses or lectures which are available and accessible anytime and anywhere through a learning management system and other channels of sort. These courses and lectures can be delivered in the form of power points presentations, handouts, articles or audio/video (Perveen,2016). In other words, asynchronous distance education means that the teachers and learners are separated in both time and place, and the process of teaching and learning can be done through different means and technologies.

In second language learning, asynchronous distance learning helps learners from different cultures and L2 levels and skills to form correct sentences that are semantically and syntactically correct by writing and re-writing them when they write an E-mail or posting a comment. This is

considered as an opportunity for them to read their sentences carefully and correct their mistakes. Their answers and comments are available to be read by the teachers and the student's peers, which helps them formulate correct sentences. The answers to their questions help students to develop their understanding (McLoughlin & Lee, 2010 as cited in Perveen,2016).

1.2.5. Role of The Learner and The Teacher in The Process of Distance Education

1.2.5.1. Learner's Role in Distance Education

In order to have the perfect distance education, each of the teacher and the student has specific roles and responsibilities to take. Students' roles were discussed by (Birch ,2001 as cited in Borges 2008) as five main competencies the student should have, which was summarized in few points:

- **Operational competence**

It is the learners' role to know how to use ICT tools effectively; they should have enough experience to be able to communicate and collaborate in addition to information search, retrieval, analysis and dissemination.

- **Cognitive competence**

The learner should have some cognitive skills that allow him to apply his own knowledge, ask for help if necessary, and achieve effective learning of the course content. These skills include knowing how to reach what the course is about, such as the course plan and course programme, know how to reach course materials and other resources to benefit the most of them, ask or

provide help to other learners when it is necessary, the learner should also be able to learn in a reflective way and with critical thinking

- **Collaborative competence**

The learner should have good communication and collaboration skills in order to be able to communicate with his classmates and teacher. the learner should be ready to express his thoughts and share his feelings and opinions during the class discussions, activities or group works in addition to his welling to accept receiving and giving feedback and learn from it

- **Self-directing competence**

For A learner in an online learning environment, it is necessary to have effective self-management, self-monitoring and self-appraisal. It is the learner's role to be responsible for his learning and to be an autonomous learner. It is also essential to be prepared for accepting the criticism and other opinions, whether from his teacher or his mates

- **Course-specific competences**

Another role that is worth mentioning is that the learner should have the capacity for effective absorption or application of vocabulary, methods specific to the course; it is his role to use and practice the language he learned with his mates or the teacher, be prepared for the synchronous classes and take notes of the new interesting expressions that were used by his teacher or classmates

1.2.5.2. Teacher's Role in Distance Education

- **Pedagogical Roles of Online Teacher**

The pedagogical role of the online teacher is facilitating the educational process. The tutor asks questions and seeks for student's answers which lead to create discussions based on critical concepts, principles and skills (Berge,1995). In the sense that the online teacher has to be a facilitator for all the educational issues and uses tasks that requires exchanging ideas and interaction between all the participants. For Davie (1989), these roles include a number of tasks such as focusing on the important issues and relevant content and material, being a part of the conversation, guide and encourage student's participation in order to create a productive discussion and debates (as cited in Mc Pherson &Nunes,2004).

- **The Social Roles of Online Teacher**

They involve providing the learner with a comfortable and social environment that is appropriate for the learning process (Mc pherson&Nuns,2004). One of the basis of the educational process is the social interaction between the participants. As Lafey et al. (2006) said, "education and other learning occasions, including online programs and virtual classrooms, are understood to be social practices (as cited in Daves & Roberts,2010). The social responsibilities of a teacher include: giving the learners the opportunity to prove and identify themselves, knowing how to deal with shy and passive learners and motivate them to participate, making sure that there is appropriate communication between the participant and promoting the interaction between them, taking into consideration that the learners may have different ethnic background and cultures the teacher should avoid racism, minimize sarcasm and disruptive behaviours and reminding the participant of the appropriate netiquette(Mc person, Nuns,2004).

- **The Technical Roles of Online Teacher**

The technical roles of an online teacher are to make the participants comfortable when using technologies and software in the distance learning through different tasks such as: providing learners with technical supports resources, solving problems encountered and addressing technical issues and also giving students enough time to learn new programs (Berge,1995; Ashton,1999; Bonk et al.,2001 as cited in Liu,2005).In other words, the online teacher should pay attention to the technical problems that the students face during their process of online learning,

- **The Managerial Role of Teacher**

For Mason (1998), the online teacher acts as a manager during the online courses. He takes the responsibility of guiding and shaping the online interaction by setting objectives and clear agendas for the online course and promoting procedural roles and decision-making standards(as cited in Liu et al.,2005).In addition, these roles also include: supporting students to be clear in their contributions and responding to them, being patient during the online session, following the flow of the conversation and encouraging interaction, ending the session (Zafeiriou, 2000,p.67 as cited in Mc person &Nuns,2004).

1.2.6. Advantages and Disadvantages of Distance Education

1.2.6.1. Advantages of Distance Education

According to (beam,1998; Micks, 2001 as cited in Opeyemi et al., 2019), there are various advantages to online learning over traditional classroom learning. Such as the removal of time and space barriers. Nagrale (2013) noted that one of the main advantages of distance education is that the learner is neither restricted with time nor place; the learner can learn anytime anywhere

even if he is studying in an international school, he can attend his classes without leaving his house. (as cited in Sadeghi, 2019).

Moreover, Nagrale (2013) cleared that no commuting is needed in distance education; the learner doesn't have to commute in crowded busses or trains. All that the learner needs is a computer with an internet connection. This is meant to stress the idea that distance education provides a comfortable environment that enhances the learners' motivation to learn.

Bijeesh (2017 as cited in Sadeghi ,2019), puts an accent on what can be regarded as another advantage; The writer stated that distance education is time-saving because the student is not obliged to leave his own bedroom or take transportation to go to college, all the materials he needs are in his computer. Palloff and Pratt (1999) hold that Because of the high flexibility in time and place, e-learning may be the ideal solution for those who have job or family commitments. This may indicate that distance education is an excellent option for working students who are not ready to give up their jobs but at the same time wants to have more degrees and improve their resume (Brown, 2017 as cited in Sadeghi, 2019). It is deduced, then, that distance education can offer us a variety of advantages features that can facilitate our learning process and make it easier and more beneficial.

1.2.6.2. Disadvantages of Distance Education

Although many benefits are offered by distance education for the educational system, there are some drawbacks and disadvantages that hinder the process of distance teaching and learning. Unlike the traditional classroom, in distance education, students and teachers are separated geographically, and sometimes in time also, this leads to the lack of social interaction. According to Venkataraman (2020), many online courses focus primarily on theoretical materials and

external lessons. Due to the lack of interaction with their peers and the absence of the teacher, students may get upset. In other words, the lack of physical interaction during the process of learning can lead to problems such as alienation and a high degree of flaming (Dyrud,2000; as cited in Sadeghi,2019). The difficulty to stay in contact with the teacher is considered one of the disadvantages. For Hut (2017), in a traditional class, when students face problems and trouble in their assignment, or they want to ask their teacher questions about the course, they can talk to the teacher after or before the session or schedule an online meeting later, for distance learners they have more difficulty to get in touch with their teacher, they have to send him an email and wait for the response which is most of the times not like the response they would get when they meet face to face with the instructor. (as cited in Sadeghi,2019).In addition, not all the students have the ability to access different distance learning technologies and learn remotely. Galusha (1998) pointed out that lack of adequate hardware, computers with modems and the subsequent cost to obtain the equipment caused many difficulties for remote students and prevents them from communicating with their teachers and universities. Furthermore, a research conducted by Ahmed (2016) found that EFL learning requires a lot of practice for its application and faces difficulties when the learning system is applied. For example, in a listening session, the technologies that are used by the teachers when they are separated from learners is ineffective because the teachers cannot supervise students when giving them listening exam. In speaking, the teachers cannot train students at a distance to speak and the learners themselves find problems in imitating teachers' way of speaking (as cited in Efriana,2021).

1.2.7. Distance Education and Learning Languages

Teaching and learning a new language at a distance, in which the teacher and the learner are separated, has been emerged from the end of 19 century (Gadden,1973 as cited in

Holmberg,1995). From its emergence, distance language learning opportunities passed through stages and steps in accordance to the development of technology generally represented in terms of generational model (Boyle,1998; Wang&Sun,2001; Poon,2003; Way,2004 as cited in White, 2006).for White (2003), there are three generation course model, the first generation distance educators use the hard copies to carry the course to the students, and the interaction between them was through the post which takes time between sending and receiving. The use of printed copies in correspondence learning was the predominant mode of delivering courses up to 1960, and few language courses were offered because it was considered non-effective to develop speaking and listening skills. The second-generation course model came with the use of television in distance learning. The use of media in distance learning was in 1969 when the open university in Uk was established. In some contexts, the telephone also was used to link the teacher and the student. In this case, distance language courses became more feasible because of the use of videocassettes and audiocassettes in the course but, printed copies in the predominant mode of delivering the courses. In the third generation, the interaction in distance language learning was made possible through the use of different technologies.

1.2.8. Distance Education During Covid- 19

In 2020, the COVID-19 pandemic required a sudden switch to remote teaching and learning. Higher education institutions were one of the organizations that they were obliged to be closed to slow the spread of the virus and quickly moved to online classes and implemented emergency remote teaching (ERT) (Crawford et al., 2020 as cited in Weidlich & Kalz, 2021).

1.2.8.1. Emergency Remote Teaching (ERT)

The educational systems over the world are facing one of the most challenging periods in the history of education. During the pandemic of covid 19, many academic institutions around the world have been obliged to shut down and cancel all the face-to-face classes in order to apply strict measures such as quarantine and social distancing to keep the students safe and avoid the risk posed by coronavirus (Mohmmed et al., 2020).).All the activities in progress were stopped, and universities have switched the teaching and assessment process around the world to online platforms (Karataş & Tuncer, 2020).

This quick shift was described by (Hodges et al. 2020) by the term *emergency remote teaching* (ERT) and he defined it as "a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. It involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses and that will return to that format once the crisis or emergency has abated". (Hodges et al.,2020, para.13 as cited in Hodges& Fowler,2020). The authors further point out that these types of circumstances are not to build a new solid educational system but mainly to provide temporary solutions that can save the learning process from this pandemic situation.

Conclusion

distance education is a type of education where teachers and learners meet online via different technologies and tools, it played an important role in saving the educational process during the Covid-19 pandemic by providing alternatives for both teachers and learners

Section three: Modern Technologies in Remote Teaching

Introduction

In light of the situation that the world is living and the increase in death toll around the world because of the Covid-19 pandemic, educational institutions around the world urged to implement an online learning system to save the academic year from an unknown fate. This section provides some brief definitions of the term E-learning and educational technology in addition to some platforms and technologies that was used in the process of distance education, it also highlights the implementation of these modern technologies, their use in teaching and learning foreign languages in addition to some challenges of using these technologies and teachers' and learners' attitudes towards the implementation of these technologies

1.3.1. Electronic Learning (E-learning)

The term E-learning covers a wide range of applications and methods which use media to deliver vocational education and electronic training. It is considered as a component of flexible learning (Eklund et al.,2003 as cited in Deusdado&Carvalho,2009).

Donald et al. (2009) shed light on the combination between e-learning and the internet; he defines E-learning as a form of "learning that take place via the internet" (p.39)

1.3.2. Educational Technology

The term educational technology refers to the use of technology in the educational process lazar (2015) highlighted that "educational technology is a systematic and organized process of

applying modern technology to improve the quality of education (efficiency, optimal, true, etc.)"(p.111).

1.3.3. Implementation of ICTs in Remote Teaching

The usage of information and communication technology (ICT) has been exponentially increased over the last decade, which has had far-reaching effects on society and daily lives. As a result, it is not surprising to see interest and investment in using these ICTs in education around the world (Yuen, et al.,2003). During the global pandemic of covid-19, most countries around the world adopted emergency remote teaching to save the educational process (Amin, & Sundari,2020) mentioned that the pandemic has resulted a situation in which instructors and students are being urged to alter their teaching system from an offline face-to-face lesson in the classroom to a digital/virtual teaching system using different online platforms or applications. The authors further cleared that as a result of unprepared teaching management, Various technological tools such as digital gadgets, websites, computer software programs, mobile or laptop applications or any other technical product can be used to facilitate education or language learning process (Amin & Sundari 2020).

1.3.3.1. Learning Management System (LMS), Video Conferencing, and Applications in Teaching and Learning

According to Sanchez and Hueros (2010 as cited in Costa et.al 2012), Various terms are used to characterize educational computer programs, such as e-learning systems, Learning Management Systems (LMS), Course Management Systems (CMS), and even Virtual Learning Environments (VLE). Students can use these systems to access course information in various

media (text, picture, and sound), as well as engage with their instructors or classmates via message boards, forums, chats, video conferencing, and other types of communication tools.

3.3.1.1.1. Moodle platform

The term Moodle is an abbreviation for modular object-oriented dynamic learning environment. It is the content management system that is known as a virtual learning environment (VLE) or the learning management system (LMS); It is considered as one of the most used open-source E-learning platforms which allow the development of the course website, learners who want to access to these platforms must be registered (Cole &Foster,2008 as cited in Costa et al.,2012). This web-based portal was invented at the Curtin University of Technology in Australia by Martin Dougiamas in 2002(Kurti,2009 as cited in Barber., 2020). Moodle is open-source software and a virtual learning environment where the process of learning is totally at a distance or online. It is designed to develop a collaborative learning environment (Oproiu,2015). This tool helps teachers create an internet-based course and a good E-learning environment by enabling interaction between the teacher and his/her learners using communication facilities such as forums and chat rooms (Berbar,2020).

1.3.3.2. Google Classroom

Google classroom is one of the most used platforms in remote teaching procedures. Okmawati (2020) Defined google classroom as "a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments." This denotes the fact that, it is a learning management system LMS developed by google for instructors. This program provides a single area for students to interact, ask questions, and make assignments. In today's increasingly digital environment, Google Classroom assists digital learners in facilitating online

learning.(Sudarsana, et al., 2019). Teachers can create an online classroom, invite students to the class then create and distribute assignments. Within the Google Classroom, students and teachers can have conversations about the assignments, and teachers can track the student's progress (Vangie,2020 as cited in Okmawati ,2020).

1.3.3.3. Zoom

Zoom is a cloud-based service that enables video conferencing, document sharing and offers virtual meetings and webinars. This application may help the teachers in gathering their students in one virtual environment. It is the undisputed leader in modern business video communications; it offers a dependable, simple cloud platform for video and audio conferencing, chats collaboration, and webinars. Zoom can be used on phones and laptops, and room systems (Nadezhda, 2020).

1.3.3.4. Social Media

The notion of social learning is derived from the theory of constructivism. The basic principle of this theory is that learners learn better by engaging in different activities that require interaction and collaboration, such as problem-solving activities.

Social media has many definitions (Chen & Bryer,2012). It is defined as "technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders. These technologies include blogs, wikis, media (audio, photo, video, text) sharing tools, networking platforms (including Facebook), and virtual worlds (Bryer & Zavatarro,2011, p.397 as cited in Chen & Bryer,2012). In other words, social media comprises all the technologies that facilitate social interaction. thus, "the term social media refers to the wide

range of internet -based and mobile services that allow users to participate in online exchange, contribute user- created content, or join online communities" (Dewing,2010,p.1).

1.3.3.5. Google Meet

Google Hangouts Meet, or just meet, is Google's video conferencing program. In addition, Google Meet allows users to share their screen. It also has the option to share the entire screen or just a specific tab.

1.3.4. The Use of Modern Technologies in Remote Learning of Foreign Languages

With the emergence of the Covid-19 epidemic, online language instruction grew more popular worldwide, spurred by the advancement of technology communication tools.

According to Lioyd (2012 as cited in Ngo & Eichelberger, 2019) using Information and communication technologies in foreign-language learning provides learners with novel chances to improve their foreign language skills. It further enabled students to communicate in real-time with native speakers of their chosen language. White (2006) supported this point by clearing that Live video lessons that happened via online platforms such as zoom, google meet and skype play an important role in language learning They enhance learners' confidence and motivation because they allow the participants to see each other and make a face-to-face communication possible.

It is worth mentioning that language learning websites use social networking to elements to build online language learning environments in which learners can practise the language they want to learn with native and fluent speakers without these tools being a part of such authentic

language learning communities was only feasible in a foreign country (Stevenson & Liu, 2010 as cited in Ngo & Eichelberger, 2019).

1.3.5. Challenges of Using Modern Technologies in Remote Teaching

Although e-learning platforms provide us with many benefits thanks to their flexibility, there still some issues that face the learner is his learning process while using distance education platforms, such as the lack of motivation between the students and the delayed feedback or support since teachers are not always present when students need help during studying, other challenges can face the students can be the feelings of loneliness owing to a lack of physical presence of their classmates (Yusuf & Al-Banawi, 2013 as cited in Coman ,2020). The remote learning process can also face the problem of access to a variety of devices; Smartphones are more likely to be available to students than laptop computers at home. In this case, there might be more students than devices. moreover, it is considered to be dangerous for the learners' health to stay for long periods of time Infront of the electronic devices' screens

In addition to learners, Teachers definitely encountered technology problems during emergency remote teaching and felt them to be obstacles to successfully delivering EFL courses online. The technological issues ranged from unreliable internet connections to a lack of technological expertise (Rekola & Siltanen,2021). This can demonstrate that despite of being a helpful solution to rescue the academic year, remote education tools and platforms still have a plenty of chordomas that can make the educational process difficult for both student and learners.

1.3.6. EFL Teachers' and Students' Attitudes towards the Use of ICTs in Remote Teaching

1.3.6.1 Teachers' Attitudes

Due to the covid 19 and its effect on education and the switch from the traditional teaching method to distance education or what is also known as remote teaching, different information and communication technologies and platforms became widely used in this process of distance education. Teachers have different attitudes towards the implementation of these technologies ranging from positive attitudes to negative ones.

EFL teachers' attitudes towards the effectiveness and the usefulness are important factors that intentions to use these ICTs. those who perceived ICTs positively will use them in their teaching successfully than those who perceive them negatively. (Kim et al.,2013 &Bhasin, 2020 as cited in Fitri & Putro). Studies show that some EFL teachers have positive attitudes towards the integration of ICTs, according to Torres-Velazquez (2006), teachers considered technology as an important tool for language acquisition and development. In addition, EFL teachers viewed technology as a source of motivation to learn the language (Al-Furaydi, 2013). Another part of EFL teachers linked teaching and learning English to the use of technology. According to Torres-Velazquez (2006), study instructors believe that English and technology go hand in hand and English can facilitate the use of technologies and technology can develop language skills. However, some EFL teachers have negative attitudes towards the integration of ICTs. These attitudes are usually caused by a lack of confidence, training or facilities which can lead to the fear of using technology. (Dudeney& Hockly,2007 as cited in Williyan,2020).

1.3.6.2. Students' Attitudes

According to Memić-Fišić and Bijedić (2017, as cited in Hazaymeh,2021) learners showed a positive attitude about the design and the structure of the courses that are delivered electronically (as cited in Hazaymeh,2021).

For Hos et al. (2016), most of the learners had positive attitudes of online learning due to multimedia used in teaching, which has many advantages for the development of language skills, particularly listening and writing(as cited in Hazaymah,2021).conversely, some EFL students have negative attitudes and feelings toward ICT in language learning inside the classroom or at a distance and they attribute this to some reasons such as they were not prepared to use ICTs (as cited Ngo & Ngo&Eichelberger,2019). this result is consistent with other studies showing that lack of experience using ICTs in EFL can lead to negative attitudes in EFL learners (Dang & Nguyen, 2014 as cited in Ngo&Eichelberger,2019).

Conclusion

Technology and distance education platforms and tools were used to deliver lessons to students who are not able to attend classes physically because of the spread of the virus, rather than attending classes in person, teacher and students were obliged to communicate via online platforms and tools in order to keep the educational process going. Despite the fact that the implementation of modern technologies in remote education have prevented the educational process from falling apart , it still faces many challenges.

Chapter Two: Field Work

Introduction

Unlike the previous chapter, which provides the literature review of the topic, this chapter is devoted to the practical part of the study at hand. It aims at investigating the use of modern technologies in remote teaching as a consequence of covid-19. It is directed to tackle the problem, reach the aims, and answer the questions. for achieving this, student's and teacher's questionnaires are used. The student's questionnaire is devoted to investigate their attitudes towards the modern technologies used by their teachers in the process of remote learning in the period of the covid 19 pandemic and the challenges they faced during this period. Furthermore, the teacher's questionnaire seeks to find out their attitudes towards remote teaching and to examine the efficiency of the various technologies used by them during remote teaching period to rescue the academic year. The chapter in hand is divided into two sections. The first section starts with a presentation of our research design that includes the sample, the tools used in collecting data, description and administration of student's and teacher's questionnaires, followed by a detailed analysis and interpretation of the collected information and the main results, in the end, some recommendations for both students and teachers and suggestions for further research are provided, and limitations of the study.

Section One: Research Methodology

2.1.1. Population and Participants

The present research is carried out at the Institute of Letters and Languages, Department of Foreign Languages in Mila University Centre during the academic year (2020/2021). The sample with which the study is concerned consists of 10 English teachers and 70 students of second year EFL learners, which was randomly selected from the whole population (N=220). Both samples of the students and the teachers were requested to answer questionnaires. Second-year students are opted for due to their familiarity with online learning during the covid-19 pandemic.

2.1.2. Data Collection Tools

In this study, we opted for the questionnaire as a data collection tool. Two questionnaires are designed for both teachers and learners to collect the necessary data

2.1.2.1. Students' Questionnaire

2.1.2.1.1. Administration and Description of the Students' Questionnaire

The student's questionnaire by which the data collection process was conducted was designed for the second year EFL students of Mila university Centre; printed copies were handed to the randomly selected sample. The process of gathering the needed data and receiving the students' responses took a period of one week.

This questionnaire aims at investigating the effect of covid 19 on the teaching process and the efficiency of modern technologies in remote teaching during this period. The questionnaire is composed of (14) questions that vary from closed-ended questions to multiple-choice questions

in addition to open-ended questions. This questionnaire was designed for the second year EFL students in Mila University Centre. It is divided into three sections:

Section One: General Information (Q1)

The first section consists of one question which attempts to gather general information and sheds light on the participants' level in using technological devices

- **Section two: Remote Teaching During Covid-19 Pandemic (Q2-Q8)**

The second section is centred on remote teaching during the covid -19 pandemic. The students are asked to answer seven questions to provide us with the needed data about their experience with remote teaching during the Covid-19 pandemic. The first question seeks to determine whether covid 19 has a positive or negative effect on the students learning process, the second question aims at investigating the student's opinion about the success of their university in handling the covid -19 pandemic, in order to know if the EFL students of Mila university centre have any experience in remote learning before the pandemic, we asked them the third question, the fourth question is asked in order to know whether the students prefer to be taught online or in class. The next question, which is the fifth one, is meant to explore whether the students are agreeing or disagreeing with some statements about remote education, if it motivates and facilitates the learning process and if it is easy to focus while learning remotely. Finally, the last two questions in this section are devoted to know if students receive an explanation from the teacher and if their averages are affected.

- **Section Three: The use of Modern Technologies in Remote Learning (Q9-Q14)**

In the third section, under the title "the use of modern technologies in remote learning", the students are requested to answer six questions about the technologies they used during distance education, the challenges that they face and their attitudes towards the remote teaching experience and the use of these technologies in their university. The first three questions in this section aim at exploring which technological devices the students own and what are the platforms and the tools they used during their remote learning, and if it was easy for them to use these technologies. The fourth question tackles the difficulties that face the students. Furthermore, the participants were asked to show to what extent they agree or disagree with some statements concerning the use of the technologies and the platforms. At the end of this section, we gave the students an open-ended question to know their attitudes towards remote learning in their university and if they consider it a good or bad experience.

2.1.2.2. Teachers' Questionnaire

2.1.2.2.1. Administration and Description of Teachers' Questionnaire

Just like the students' questionnaire, the teachers' questionnaire was handed as printed copies to the randomly selected teachers of English in the department of foreign languages at Mila University Centre. The process of gathering data and receiving teachers' responses is conducted over a span of three days.

The teachers' questionnaire by which the data collection process was conducted aims at acquiring information, opinions and perspectives from the teachers about the use of modern

technologies in remote teaching during the covid-19 pandemic. This questionnaire contains thirteen questions ranging from multiple-choice questions to open-ended questions. And it is divided into three sections.

- **Section One: Background Information (Q1- Q2)**

The first section consists of two questions aiming at collecting personal information about the teachers. The first question is concerned with the professional degree that the teachers hold. The second question is devoting to shed light on their teaching experiences.

- **Section two: Education during Covid-19: a turning point (Q3-Q5)**

In the second section of the questionnaire, teachers are required to answer 3 questions that aim to gather information about the instructors' experience with remote teaching during the covid-19 pandemic. The first question seeks to determine whether teachers have taught their students remotely during the pandemic or they did not and if they think that this module can be taught online. The second question aims to compare the students' performance during the covid 19 pandemic with their performance during the face to face education period, in order to know whether the teachers prefer to teach their students remotely or in class and the reason behind their choice the last question in the second section was asked.

- **Section three: the use of modern technologies in remote teaching (Q6-Q13)**

In the third section. Teachers are requested to answer eight questions about the technologies they used during the period of remote teaching, the challenges they faced and their attitudes

towards the use of these technologies. The first and the second question were devoted to knowing the teachers' level in using technological devices and which device they prefer to use, the third and the fourth questions aim at knowing the platforms that were used by the teachers when teaching remotely, and if they can facilitate the process of remote teaching. And in order to know the challenges that faced the teachers while teaching at distance, the fifth question was posed, the sixth question was asked to know the teachers' attitudes towards remote teaching in Mila university centre. The following question investigates whether remote teaching can replace face to face education or it can not replace it . Finally, the section, and the whole questionnaire as well, is brought to a close by inviting teachers to provide further recommendations.

Section Two: Analysis and Discussion of The Results

2.2.1. Analysis and Interpretation of The Student's Questionnaire

Section one: General Information

Q.1. how do you consider your level in using technological devices?
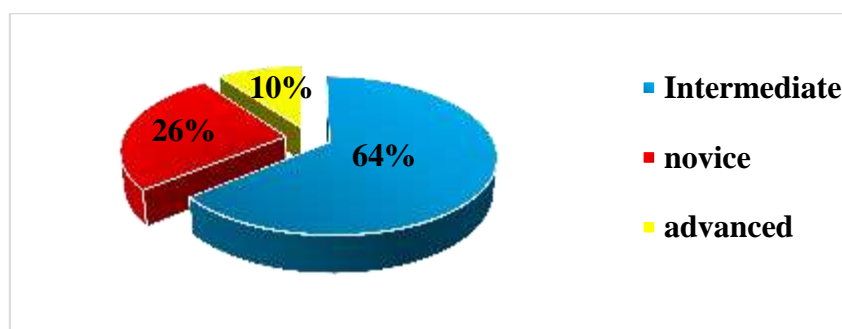
Figure 03

Students' Level in using Technological Devices

This question aims to find out the student's level in using technological devices. The figure above shows clearly that most of the students, 45 or (64%) are intermediate in using technological devices. 18 of the sample (26%) claim that they are novice. While 7 of them (10%) say that they are advanced in using technological devices.

Section two: Covid-19 and remote teaching.

Q.2. As an EFL student in Mila university centre, did the covid-19 pandemic affected your learning process?
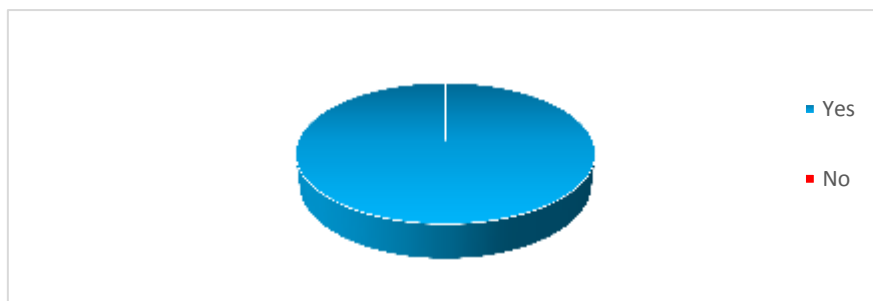
Figure 04

The effect of Covid-19 on Students' Learning Process

By asking this question we want to know if covid 19 pandemic has affected student's learning process, All the participants confirm that their learning process was affected by covid-19. We believe that it is obvious that the sudden switch from face to face to distance education has an effect on the students learning.

- How was the effect?
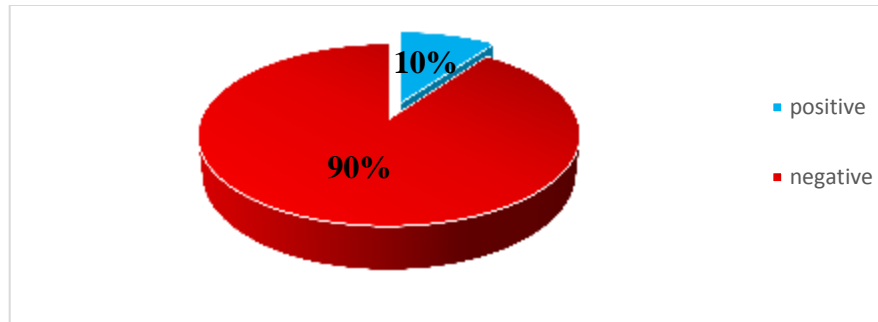
Figure 05

The Effect of Covid-19 on Students' Learning Process

In relation to the previous question, we asked the sample this question to investigate students' opinions on whether the effect of covid-19 on their learning was positive or negative. We find that the overwhelming majority represented by 63 or 90% of the participants assert that their learning process was affected negatively due to the pandemic. We genuinely think that this group of participants whose learning process was negatively affected are those whose learning requires physical attendance with the teacher.

In contrast, the remaining 7 participants (10%) indicate that the effect was positive; we assume that these participants may be workers or have family commitments such as parents.

-Please, justify your choice.

Students who claimed that the effect of covid 19 on their learning was negative elaborate a variety of justifications, they agreed on particular response such as:

- "I'm not familiar with the new technologies used in the remote learning process and it is hard to use them"

- "The pandemic affected my psychological status and cause me depression, I could not focus on my studies"

- "We did not get any explanation from some teachers since they used only Moodle platform.

- "Lack of interaction with the teachers."

- "Lack of guidance."

Throughout the justifications provided by second-year students in Mila university centre, we confirm that the sudden switch from face-to-face to remote teaching during the covid 19 pandemic was not easy and caused many problems to the students maybe because of the lack of explanation due to the limitation of modern technologies use in Mila university centre.

On the other hand, students who declared that the impact of the pandemic on their learning process was positive justified their choice by the following:

- "I prefer to be taught remotely because it is more enjoyable"

- "We can study anytime and anywhere we want"

- "We are not obliged to go to the university"

- "I can work and study at the same time"

Analysing the afore-mentioned justifications confirms that some of the students benefit from the covid-19 situation, and they find remote education easier and more enjoyable because of its flexibility of time and place; perhaps the majority of them are workers or unsocial people.

Q.3 do you see that your university is handling the covid-19 outbreak successfully?
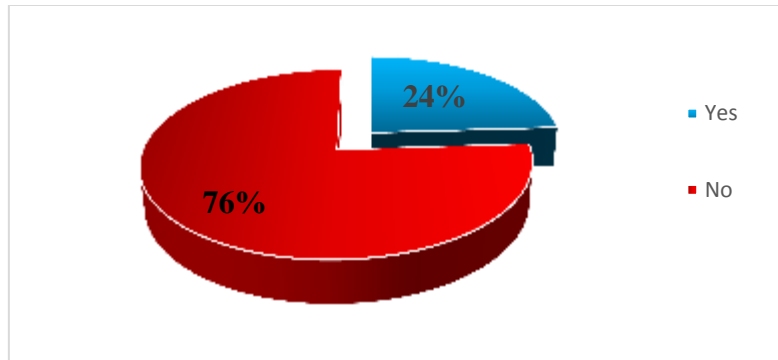
Figure 06

Student's Opinion about their University's Success in Handling

the Covid-19 Outbreak

This question attempts to explore student's attitudes towards their university success in handling the covid-19 pandemic. The results embodied in figure 06 show that 53 out of 70 who represent the majority of the participants (76%) claim that their university is not handling the outbreak of covid-19 successfully. In the other hand, a minority of 17 students translating to 24% assume that their university is dealing with the covid 19 outbreak successfully.

Seemingly, most students are not satisfied with the educational situation in their university, and they are facing problems in their learning process. This may come back to many reasons. One of them is the measures that are imposed by the university, such as social distancing and remote teaching, which is a new experience for the students

Q.4 Have you ever been taught online before the covid-19 pandemic by any remote teaching tools such as Moodle or Google classroom?
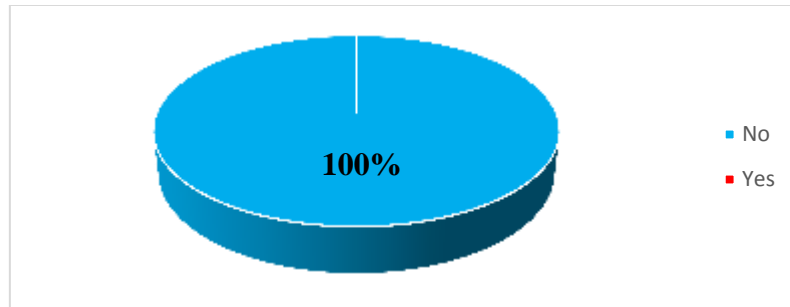
Figure 07

Student's Experience with Online Learning before the Coronavirus Pandemic.

The results in figure 07 suggest that all the participants (100%) have never been exposed to remote learning before the covid 19 pandemic. This denotes that Mila university centre has never used any type of remote teaching, which left the students with zero experience in this process

Q.5 Most universities adopted the remote teaching during the pandemic; students had different opinions - How do you prefer to be taught?

Option	Number	Percentage
In class	63	90%
Remote learning	7	10%
Total	70	100%

Table 01

Learning in Class Vs Remote Learning

This question is set to explore how students actually prefer to be taught, whether remotely or in class. In response to this question, the overwhelming majority of the students (90%) prefer to be taught in class. However, 10% of the participants report that they prefer remote learning. This indicates that most of the students prefer face-to-face interaction with the teacher in the

49

classroom, which creates a motivational environment for learning, in the other hand, the minority who prefer to be taught online are probably workers or busy students who have a shortage in time and cannot attend the face to faces classes.

Q.6. do you agree or disagree with the following statements?

From this question we seek to know if the second year of EFL students in Mila university centre agree or disagree with the following statements.

- "Learning from home is the same as learning in class"

Option	Number	Percentage
Agree	4	6%
Disagree	66	94%
Total	70	100%

Table 02

Students' Attitudes Towards Learning in Class and Learning from Home

We provide this statement in this question to know whether the students agree or disagree if learning from home is the same as learning remotely. A minority of 4 students agreed on the statement. However, the overwhelming majority of the participants (66) disagreed. This suggests that online learning and face to face learning can never be the same, each of which has its own benefits and drawbacks.

- "It is easy to focus for a longer time while learning online"

Option	Number	Percentage
Agree	16	23%
Disagree	54	77%
Total	70	100%

Table 03

Students' Opinions about Focusing while Learning Online

The results obtained from the table indicate that most of the participants 54 disagreed with the statement "It is easy to focus for a long time while learning online", this suggests that most of the students face problems and may lose concentration while learning remotely maybe because they got distracted by many external factors since they are not in an environment that is completely dedicated for learning. On the other hand, 16 of the participants agreed on the previous statement. This may lead us to think that some students do not care where or when they study and they can focus in any circumstances.

- "Learning remotely is more motivating to learn languages"

Option	Number	Percentage
Agree	16	23%
Disagree	54	77%
Total	70	100%

Table 04

Students' Attitudes about Online Learning

As Table 03 above illustrates, 16 students from the chosen sample agreed that learning remotely is more motivating in learning languages, we assume that these students can depend on themselves when learning a new language and develop their four skills (reading, writing, speaking and listening). The other informants (54) show their disagreement with the statement saying that learning remotely is not motivating. We believe that these students prefer to be in an active environment and have physical attendance with their teacher and their classmates.

- "Physical attendance and face to face contact with the teacher are necessary for learning languages"

Option	Number	Percentage
Agree	60	86%
Disagree	10	14%
Total	70	100%

Table 05

Students' Opinion about the Importance of Physical Attendance in Learning Languages

A vast proportion of (86%), as illustrated in Table 05, confirmed that "physical attendance and face to face contact with the teacher are necessary for learning languages". Therefore, we can deduce that for them, learning languages requires physical attendance with the teacher and face to face interaction especially in some modules such as phonetics and grammar which require the instant application of the lessons. The other percentage of students (14%) seemed to be

satisfied about the remote learning and disagreed with the statement above. That is to say, these students can adapt to any learning situation, whether they are in class or online.

- "Learning online facilitates the process of learning."

Option	Number	Percentage
Agree	18	26%
Disagree	52	74%
Total	70	100%

Table 06

Students' Opinion about the ability of remote learning in facilitating the process of learning

We can notice from the results in Table 05 that 52 students opt for the choice "disagree" concerning the statement. This may lead us to think that they may have some problems in using modern technologies, in internet connection or they don't have a good environment at home for remote learning and they have to be present in the university with their teacher and their peers to understand the lessons. Whereas, the remaining 18 students show their agreement with the idea above. The reason may be because they are advanced in using modern technologies and they don't face any technical problems along with good learning environment and they can reach any information they need anytime.

Q.7 During remote learning, did you receive any help you need from teachers if you asked them?

Options	Number	Percentage

Yes	25	35,7%
No	45	64.3%
Total	70	100%

Table 07

Students' attitudes about their teachers' help during the process of remote learning

The results reported in the table above reveals that among a total of seventy students, forty-five students (64.3%) did not receive any explanation from their teachers when they asked for it during the process of remote teaching, twenty-five students (35,7%) claims that they received explanations from their teacher.

This may indicate that many teachers did not provide the learners with the explanation needed because most of them used only platforms in which the lessons are just uploaded in the form of PDF version in the other hand, some teachers used some technological tools in their remote teaching, these technologies allowed them to provide the learners with the explanation they need.

Q.8 During your remote learning period, how much was the average you got?

Option	Number	Percentage
Worst average	39	55,7%
About the same average	15	21,4%
Better average	16	22,9%

Table 08

Students' Average

The data in Table 08 Shows that most of the participants (39) represented with 55,7% claims that they got worse average when learning online than the average they used to get when learning in class. Conversely, 22,9% of the participants (16) respond that they got better average when learning online, while only 21,4% of the total number of the participants declare that the average they got when learning remotely is about the same as the one they got while learning in class.

- **What do you think the reason is?**

Students who answered the previous question saying that they have got bad average when learning online they attribute this to many reasons, including the lack of explanation and face to face interaction since the learning process was mainly confined to the use of asynchronous teaching tools such as Moodle platform, technical problems such as bad internet connection and the platforms breakdown is also considered one of the reasons given by the students to justify the bad average they got

As for those participants who said that they got a better average, they claim that remote teaching is more suitable for them and they prefer to learn from home at any time they want; another argument is that some of the students found that remote learning is more interesting and easier since they can reach and search for all the information they need, they also claimed that the use of the modern technologies in remote teaching facilitates their learning process and make it more interesting.

The remaining participants who did not notice any difference in their average declared that: they do not find any difference between learning online or in the classroom and they have the ability to adapt to any learning situation.

Section three:

Q.9 what type of technological devices do you have?

Technological devises

Figure chart showing percentages for: smartphone (100%), Tablet device (~6%), laptop (~40%), desktop computer (~20%)

Series 1
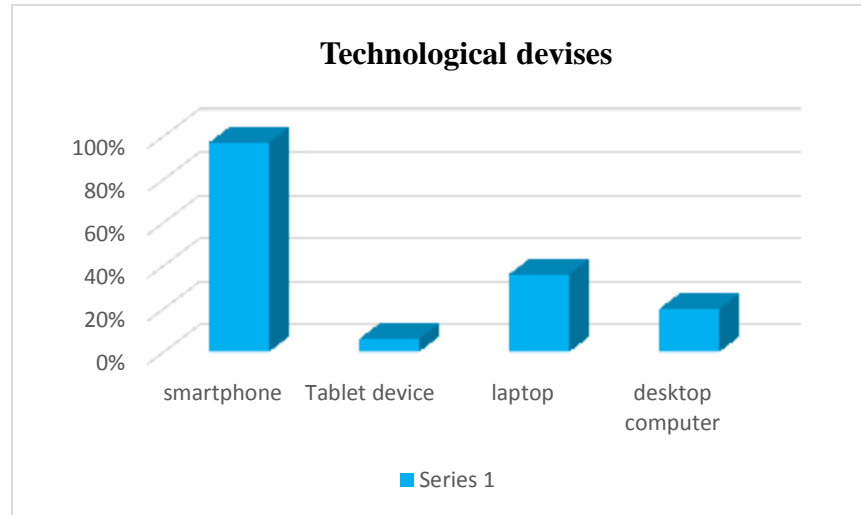
Figure 08

Technological devices owned by the students

Concerning this question, we want to know what type of technological devices the students have. We gave the students the freedom to choose more than one option. The number one option chose by an overwhelming majority of the informants is the smartphone (68 out of 70), represented by 97%. laptop device comes second with a percentage of 36% (25 out of 70) of the sample. Followed by desktop computers with 14 participants translated to 20%. Tablet device was the least chosen option which was selected by only 4 students with a percentage of 6% percent. Meanwhile, none of the participants chose the option "I do not have any of these". This reveals the fact that the majority of second year EFL students in Mila university centre do not own many technological devices that facilitate their remote learning process.

Q.10 what are the technology tools and platforms your teachers use for remote teaching

a. E-mail

b. Moodle

c. Social media

d. Google classroom

Option	Number	Percentage
A	13	19%
B	5	7%
C	9	13%
D	2	3%
a+ b	15	21%
b+ c	9	13%
b+ d	7	10%
A+ b+ c+ d	10	14%
Total	70	100%

Table 09

The Technological Tools used by Teacher when Teaching Remotely

We asked the students this question because we want to find out what are the technological

tools and platforms used by teachers to deliver the lessons. The students were given the freedom

to select more than one option. The results above show that 19% of the participants state that

their teacher use E-mail (the option "a") to deliver the lessons. 7% of the participants (5) indicate

that their teacher use Moodle platform when teaching Online (the option b). 9 students making

up 13% assume that their teachers use social media (the option c) as a way for delivering the lessons. 2 students representing (3%) select the option "d" and indicate that their teachers use google classroom when they teach them remotely. Moreover, 15 participants select both "a" and "b". 9 learners opt for both options "b" and "c". whereas 7 participants indicate that their teachers use Moodle and google classroom "b+d" to deliver their lessons. The remaining participant declare that Moodle, E-mail, google classroom and social media are used by their teacher during the process of Online teaching.

This leads us to confirm that the dominant platform which was used by the teachers in Mila university centre was Moodle platform.

11- Is it easy for you to use the remote teaching tools e.g. (Moodle, Google classroom, Email…)?
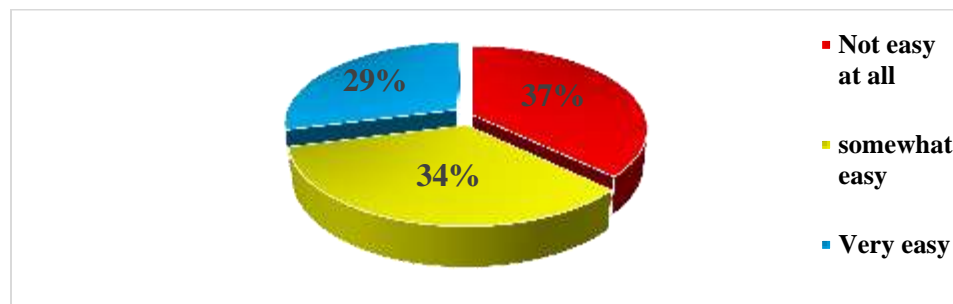
Figure 09

Students' Opinions about Using Remote Teaching Tools

Statistics related to this question which are represented in figure 09 show that most of the participants 37% indicated that using remote teaching tools is not easy at all. This confirms the fact that many students had never experienced using such remote teaching tools before covid-19 which led them to face many problems in their learning process. 34% assert that using remote

teaching tools is somewhat easy. However, 29% of the participants said that using such tools is very easy for them, probably because they had online courses apart from their university.

Q.12 What type of difficulties you face during learning remotely?
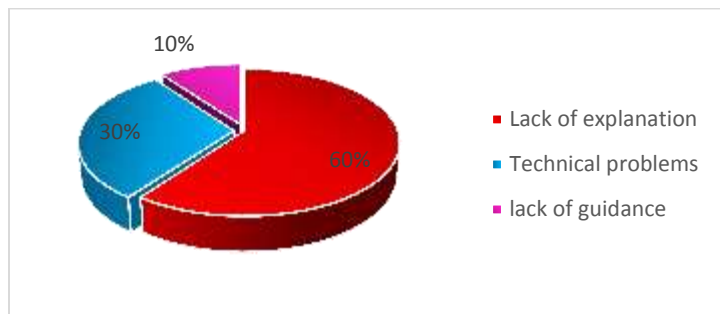
Figure 10

Students' Difficulties when Learning Online

Concerning this question, we want to know the difficulties that faces second year EFL students in mila univercity centre during remote learning. the data shows that most of the students (60%) claim that lack of explanation is the main problem that faces them, which confirms that most of the teachers do not provide the learners with the needed explanation. (30%) said that technical problems such as platforms breakdown and internet disconnection hinder their leaning process this bring to the surface the internet problems in our country. Whereas, 10 % of the participants considered lack of guidance as one of the problems that encountered them, it seems that some students cannot be totally autonomous in their learning and they need some guidance.

Q.13- To what extent do you agree or disagree with the following statements?

This question is composed of a combination of statements, it is posed to know to what extent second year EFL students in Mila university centre are satisfied using technological

devices and platforms and if they conceded them as helpful tools in their remote learning process

- I feel comfortable using technological devises such as smartphones and computers

Option	Number	Percentage
Strongly disagree	4	6%
Disagree	23	33%
Agree	26	37%
Strongly agree	17	24%

Table 10

Student' Attitudes about the Use of Technological Devices

A total of 43 participants show their agreement to the statement above, (17) of them strongly agreed, while 26 of them agreed that they feel comfortable using technological devices. On the other hand, a total of 26 of the sample show disagreement with the statement, 23 of them disagree and 4 strongly disagree with the statement.

- I feel comfortable using remote learning platforms such as Moodle and google classroom

Option	Number	Percentage
Strongly disagree	10	14%
Disagree	36	51%
Agree	18	26%
Strongly agree	6	9%

Table 11

Students' Attitudes towards Using Remote Learning Platforms

24 of the participants agree that they feel comfortable using remote teaching platforms ranging from participants who agreed (18) to those who strongly agreed (6). In contrast, a majority of 46 students disagree with the statement, (36) of them disagree and (10) strongly disagree that they feel comfortable using remote learning platforms. It seems that they are not familiar with using such platforms.

- Using these technological devises and platforms is helpful for language learning process.

Option	Number	Percentage
Strongly disagree	9	13%
Disagree	24	34%
Agree	24	39%
Strongly agree	9	14%

Table 12

Students' Attitudes towards Using Technological Devices

A total of 33 students show their agreement to the sentence saying "Using these technological devices and platforms are helpful for the learning process" 9 of them strongly agreed, whereas 24 agreed. Conversely, 37 of the sample said that they disagree with the statement above. The number of participants who strongly disagree is 27, while those who agreed are 10 students.

Q.14 As an EFL learner in an Algerian university, in few lines give your opinion about the online education in your university and do you think it is a successful experience?

This open-ended question aims to know the students' attitudes towards remote education experience in Mila university centre. Most of the students claim that this was not a successful experience for them due to the following reasons:

- The lack of explanation and guidance due to the limitation of the used technologies which was confined on the use of Moodle platform which caused problems in understanding the lessons

- Not all the students have good technological devices such as laptops and the majority only have smartphones where they claim that they are not enough for learning remotely.

- The bad internet connection in Algeria and the sudden platforms breakdowns were some of the main reasons.

- Most of the students noticed that their averages got worse during the remote learning period comparing to the face-to-face learning.

Another group of students claimed that remote teaching experience in Mila university centre was a successful experience. They support their opinion with the following arguments:

- The flexibility of time and place because students can learn whenever and wherever they want

- it was a successful experience because the use of technology is easier than face to face learning since they do not have to leave their houses and it is less expensive

- remote learning is more enjoyable for some students because they like to use technology during learning

- it is easier for some students to learn remotely because they can search for the information that they need simultaneously while learning

it seems that most of the problems that second year EFL students in Mila university centre face, such as the lack of explanation due to the limitation of the technologies used and the platforms breakdowns, in addition, the bad internet connection make the students unsatisfied

about this experience. Meanwhile, the other group of students finds that remote learning is a successful experience and beneficial for them due to its flexibility in time and place and their preference of using modern technologies over the old methods.

2.2.1.1. Discussion of The Student's Questionnaire

The analysis and the interpretation of the findings of the students' questionnaire which intended to conduct a study on the use of modern technologies in remote teaching as a consequence of covid-19, is composed of three sections:

The results of the first section of the questionnaire which consists of one question, aim at providing us with general information about the second year EFL students at Mila university centre level in using technological devices. The results indicate the idea that most of them are intermediate and have average skills in using these devices which can make it difficult for them to adapt to the process of remote education.

The second section of the students' questionnaire, untitled "remote teaching during the covid-19 pandemic", is devoted to know the impact of covid-19 on the students' educational process, their familiarity with remote education and how their university is handling the situation, in addition to their opinion about learning remotely. The findings indicate that covid 19 was a turning point in the students' process of education and affected their learning negatively, learners are not familiar with remote learning and they prefer to be taught in class. The results also show that physical attendance and face to face interaction with the teacher are necessary for learning; thus, learning from home cannot be the same as learning in class. Moreover, it is less motivating and harder to focus for a long time while learning remotely and the process of learning languages at a distance is not easy. From the results of this section, it is clear that the students did not get

the necessary explanation from their teacher during the process of distance education and they got a worse average than the average they usually get in the face-to-face learning process (traditional method).

The purpose behind the analysis of the third section of the student's questionnaire is to know their attitudes about using modern technologies in remote teaching, which platforms they used and the challenges they faced during their remote learning process and their attitudes towards this process in their university.

The obtained data shows that learners mainly have smartphone devices and their remote learning was mainly relying on Moodle platform, yet some students claimed that they had been taught .with other tools and platforms such as Email and social media which they claim it was hard to use. The results also show that lack of explanation and technical problems are the major challenges that face learners in l learning. Despite the fact that students feel comfortable using technological devices, the results show that the use of remote teaching platforms was not comfortable for them and was not helpful for most of them. Finally, it was agreed by most of the EFL students in Mila university centre who participated in the current study that the remote learning experience that they had was not a successful one because of the lack of explanation and technical issues they faced.

2.2.2. Analysis and Interpretation of the Teachers' Questionnaire

Section One: Background Information

Q1: What professional degree do you hold?

Options	Number	Percentage
PHD	6	60%
Master 2	4	40%
Professor	0	100%

Table 13

Teachers' qualifications

The purpose of asking this question is to know the teacher's qualifications. From the answers of our informants, we notice that 60% are PhD holders. Followed by 40% of teachers who have a master degree (MA). Meanwhile, none of the participants holds a magister of professor degree.

Q2: How long have you been teaching English?

Years	Number	Percentage
1-4 years	2	20%
5-10	4	40%
11-15	4	40%
More than 15	0	0%
Total	10	100%

Table 14

Teachers' years of experience

This question targets informants' university teaching experience. In teaching English as a foreign language. This question was asked to know for how long teachers have been teaching English as a forging language. The table shows that 2 teachers (20%) have been teaching for less

than five years (1-4 years), 4 teachers (40%) have experience ranging from (5-10 years), also 4 teachers (40%) report that the period they have spent teaching at university ranges from (11-15 years), none of the sample 0% have chosen "more than 15 years" of teaching experience. Obtaining these results can lead us to assume that these teachers have enough teaching experience to provide us with reliable information.

Section two: Covid-19 and remote education.

Q3: Have you taught your students remotely during the covid-19 pandemic?
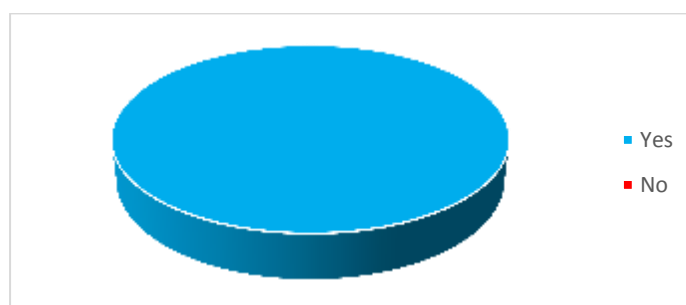
Figure 11

Teachers' experiences in remote teaching

We asked this question to check if EFL teachers of Mila university have taught their students remotely during the Covid-19 pandemic. The obtained data shows that all teachers (100%) have taught their students remotely. These results were expected since the Covid-19 measures are imposed which obliged the switch to remote education.

- If yes, which module?

All the EFL teachers from the previous question state that they have taught their students remotely. We posed this question to know which module they have taught during the period of the covid 19 pandemic. The participants stated that they have taught the following modules:

- Oral expression.

- Grammar.

- Phonetics.

- Linguistics.

- Written Expression.

- Research Methodology.

- Social and Human Science.

- Cognitive Psychology.

- Computer Assisted Language Learning (CALL).

- Curriculum Analysis and Syllabus Design.

It seems that all the modules have been taught remotely due to the covid-19 effect on higher education.

- Do you think that this module can be taught online?
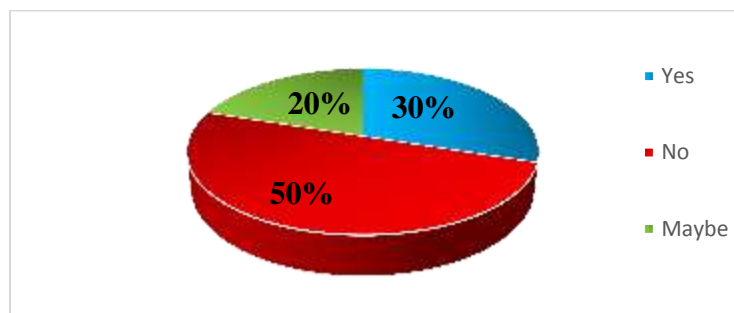
Figure 12

Teachers' attitudes towards the possibility of teaching some module online

This question was asked to know the teacher's opinions about the ability to teach the modules mentioned in the question above remotely. The data displayed in the figure reveal that half of the sample (50%) claimed that the modules that they are obliged to teach remotely cannot be taught remotely. However, 30% of the teachers said that these modules can be taught remotely. While 20% opt for the option "maybe."

- Explain your answer:

This question aims to shed light on the reasons behind the teachers' answers to the previous question. The obtained results imply that there are three main opinions about the ability of teaching these modules remotely. The first opinion suggests that the majority of the modules cannot be taught remotely, such as oral expression, phonetics, curriculum analysis and syllabus design and grammar. According to some teachers who claims that "the majority of the modules never meant to be taught online because they need live interaction between the students in order to exchange ideas and arguments, most of the teachers declared that they had used mainly Moodle platform and the lectures are uploaded without any interaction with the students which makes it impossible to explain everything about the lecture, this may lead us to the fact that teaching some modules requires direct interaction with the students.

The second opinion suggests that teaching some modules can be done remotely, such as computer-assisted language learning (CALL) and cognitive psychology. According to the participants' answers, this process can be achieved if the students depend on themselves. Saying that "every module can be taught online simply because every person can find everything, he looks for presented in a very organized way by very advanced teacher."

The last opinion suggests that maybe some modules can be taught online depending on the means and the tools used by the teacher to deliver the lesson, in addition to the availability of a good internet connection.

Q.4: do you find your students' performance more productive compared to face-to-face teaching?

Figure 13

Students' Productivity

When invited to rate their students' productivity during remote teaching, teachers assume that their students' performance was not productive during the remote teaching process compared to face-to-face learning, 100% of the teachers opt for the answer "NO" on the question above,

- Please explain the reasons in more details

The teachers attribute this lack of productivity to many reasons, the most important ones are:

- Most students cannot attend most classes because most cannot easily access to the net

- Face to face teaching enable s students to receive more information, ask more questions and benefits from the teacher 's comment

- Students in remote teaching are less motivated. in addition, they miss group working and interaction between them and their teacher

- Poor materials of students and their careless do not promote student's performance as well as teaching and learning process

- Interaction is absent, student's performance was negative because most of them do not know how to use technology and no access to internet

These answers may lead us to deduce that lack of interaction between the teacher and the student, the internet problems and students' unfamiliarity with the use of modern technologies, in addition to the irresponsibility of some students, prevent them from performing well;

Q.5 Do you prefer teaching your students remotely?
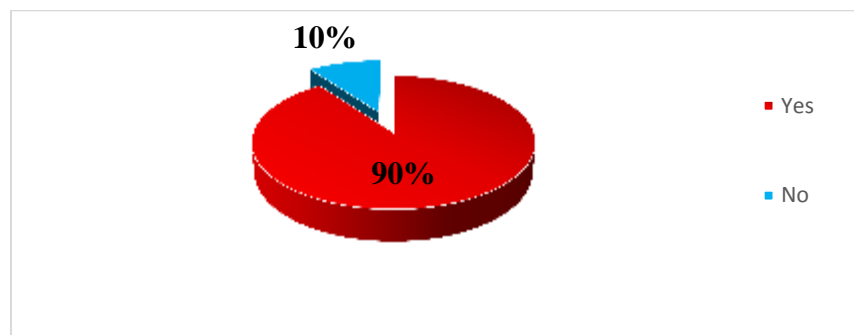
Figure 15

Teachers' Attitudes towards Remote Teaching

In conformity with the statistics embodied in figure 14 the overwhelming majority 90% of the sample, answered that they do not like to teach their students remotely. Conversely, 10% prefer to teach their students remotely

- Pleas, explain why?

The teacher (1 out of 10) who claimed that he/she prefers to teach his/her students remotely justified his/her opinion by saying that there are a lot of online teaching platforms that help both

teacher and learner to study remotely, such as zoom, Google meet, etc., these platforms enable the person to see, discuss and exchange ideas with the teacher and the classmate, it is similar to when you are in a real classroom.

The other teachers (9 out of 10) who indicate that they prefer to teach their students face-to-face rather than remotely provide us with some arguments to support their choice.

The answers were summarised to the following points:

- students do not attend such classes because most of them cannot easily access to the platforms because of the bad internet connection and some of them don't own good electronic devices to study such as laptops
- students' lack of interaction with me during the pandemic for different reasons do not motivate me to teach online
- we are not developed to be able to follow remote learning
- remote teaching is neither productive nor beneficial for the learning process because of the lack of interaction between the teacher and student.

From this we can see that, almost all the sample chosen from the teachers of Mila university centre are not supporting the idea of remote education.

Q.6 How do you evaluate your level in using technological devices?
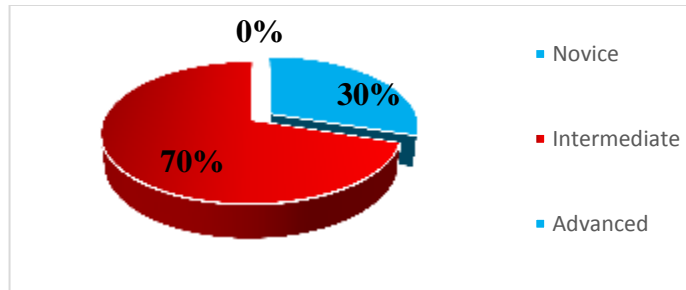
Figure 15

Teachers' level in using technological devices

This question tends to specify the teachers' level in using technological devices. The majority of the sample declared that they are intermediates, 70%. The rest of them said that they are novices (30%), no one of the participants selected the option advanced (0%).

Q.7 When teaching online, what are the technological devices that you like to use?

a. Smartphone

b. Desktop computer

c. Laptop

d. Tablet device

Option	Frequency	Percentage
a	1	10%
b	1	10%
c	2	20%
d	0	0%

a+ b	1	10%
b+ c	2	20%
a+ c	2	20%
a+ d	1	10%
Total	10	100%

Table 15

Teachers' Preferences in Using Technological Devices

This question is put to know teachers' preferences in using technological devices. The teachers are allowed to select more than one option. From the answers of our informants, we notice that 10% of the participants opt for the answer "a" which is Smartphone. 10% (1 of them) state that he/she uses desktop computer . Others (20%) prefer to use Laptop device. Whereas, no one of the participants prefer to use tablet device. Additionally, 1 participant select the option "a+b". the option "b+c" and "a+c" represent the same result (20%). The remaining subject, representing (10%) prefer to use tablet device and the smart phone (a+d) in their teaching process.

Q.8 which remote teaching platform have you used the most?

Option	Number	Percentage
Moodle	6	60%
Google classroom	1	10%
Email	2	20%
Zoom	0	0%
Social media	1	10%

Google meet	0	0%
Total	10	100%

Table 16

Platforms and Tools Used by Teachers

The results above show that the dominant platform which the teachers in Mila university centre used was Moodle platform, with 60% of the sample select this option. Email comes second with 20%. Followed by social media and google classroom with a proportion of 10% selected these choices, no one of the participants (0%) declared that they used any of google meet and zoom. This leads us to know that remote learning is Mila university centre is mainly based on Moodle platform maybe because of the technical problems they face when they use other platforms

Q.9 Do you think that the online teaching platforms and tools can facilitate your teaching process?
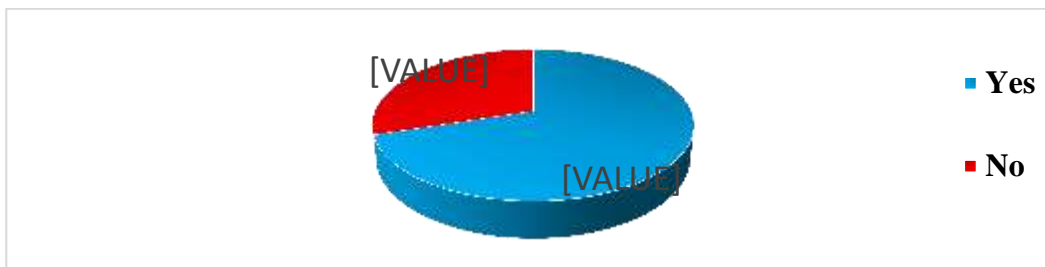
Figure 16

Teachers' Attitudes towards the Role of Platforms in Facilitating their Teaching Process

The yielded results from the figure above show that 70% of the participants declared that remote teaching platforms facilitate their teaching process. in the other hand, 30% of them state that these platforms do not make the teaching process easier.

- Please explain why?

Teachers who claim that the use of remote teaching platforms facilitates their teaching process defend their opinion by some arguments. The most important points are:

- Online teaching platforms help me to organize my lectures.

- Yes, in certain areas like saving time and giving students more opportunities to deal with technology.

- It helps me to save time and avoid taking transportation to the university.

- They are, but they cannot be viewed as an excellent substitute to face to face ones

- Yes, they are to some extent, it is easier and faster to upload any content, send feedback to students and receive any file from them.

From these justifications we can say that remote teaching platforms are facilitating the teaching process to some extent yet there are some drawbacks that prevents them from being hundred percent beneficial for the learning process.

The other group of teachers who indicate that these platforms are not facilitating their teaching process support their opinions by some arguments which are summarized to the following:

- No, because face to face interaction is important in the teaching process

- Most of students cannot attend because of the technical problems that may occur

From this justification, we can say that some teachers did not find remote teaching platforms facilitating their process of teaching, and they consider face to face interaction and physical attendance essential for the success of teaching process

Q.10 What are the challenges that you faced switching from face-to-face teaching to remote teaching?

a. students don't know how to use technological tools

b. technical issues (platforms breakdowns and internet connection problems)

c. lack of motivation among online learners

d. students facing problems in understanding the online courses

Option	Number	Percentage
a	1	10%
b	2	20%
c	1	10%
d	0	0%
a+ b	1	10%
b+ c	2	20%
b+ d	3	30%
Total	10	100%

Table 17

Teachers' Problems in Remote Teaching

This question aims at finding out the various challenges that the teachers face when switching from face-to-face teaching to remote teaching. The teachers were given the freedom to choose more than one answer. The results represented in the table above shows that the most frequent challenge that teacher face when switching to remote teaching is technical issues such as bad internet connection and platforms breakdowns (8 teachers). Followed by lack of motivation and and students do not understand online courses , which are both selected by 3 participants. In addition 2 participants opted for the choice which indicates that students do not know how to use technological devices.

Q.11 Do you think that remote teaching can replace face-to-face teaching?
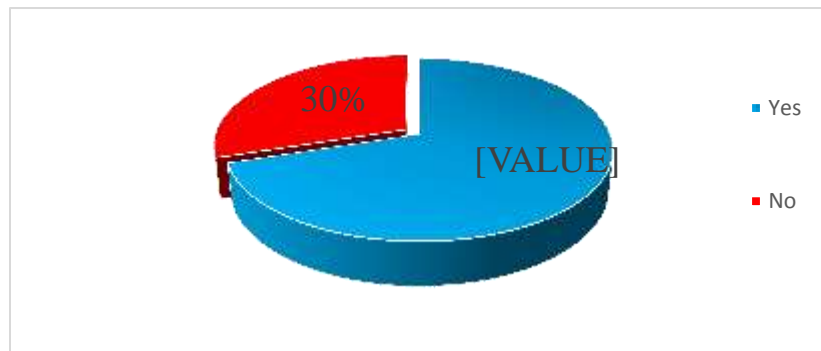
Figure 17

The possibility of Replacing Face to Face Teaching by Remote Teaching

In response to this question, 70% of the selected sample replied to this question by saying the face-to-face interaction cannot be replaced by remote teaching. However, 30% said that maybe remote teaching could replace face to face teaching, no one of the participants opt for the answer "Yes".

- Please explain why?

This open-ended question is asked to know the teacher's arguments which were used to support their answers. The opponents of the idea said that:

- Teaching and learning can make no progression unless the process is face to face.

- Online teaching can provide only information; However, the role of the teacher is not restricted to giving information other role cannot be fulfilled by online devices like guiding

- No, in Algeria there is a big problem of connection

- Online teaching can be considered as an additional tool, but it can't replace face to face teaching

- Depends on the module and also the content, some lessons require face to face interaction and discussion

In the other hand the teachers who put a probability of replacing face to face with remote education and choose the answer "maybe" argue that:

- During this pandemic, online teaching really replaced face to face teaching because many courses, conferences, sessions are done remotely and they are very successful there are some deficiencies but time is enough t be solved and repaired

From the answers above we can deduce that even though remote education requires many equipment to meet the needs of the learners and the teachers, it cannot replace face to face interaction.

Q12 since Mila university centre is mainly utilizing Moodle platform as a tool for online education, do you think that this platforms in enough for providing good learning for the students

In order to investigate if Moodle platform was enough to provide good learning for the students in Mila university centre, we asked the teachers the question above 100% of them (all 10 teachers) harmoniously concurred that Moodle platform is not enough to meet the students' needs and provide a good learning environment**.**

- **Please, Explain your answer**

Teachers who claim that Moodle is not enough for providing good learning for the students supported their choice with some arguments which was summarized to the following

- Neither Moodle nor other platforms can provide a good learning for the students for many reasons such as many students and teachers are not well informed about the use of platforms, unreadiness of some teachers and students, poor interaction between some teachers and their students, technical failure, student's carelessness and poor pedagogical equilibrium.

- I think Moodle is not enough Since it is used only for posting lectures, we need other platforms that help in the interaction between students and teachers.

- Moodle is helpful but it is not the best, the university is seeing forward to improve it, replace it with another well-advanced platform or using an amalgamation of platforms.

- The platform itself is not well-functioning

Seemingly teachers are not satisfied with their experience in using Moodle platform during the process of remote teaching.

Q.13 What other solutions do you recommend for the purpose of developing remote education in Mila university centre

When invited to provide recommendations for developing remote education, the teachers provide us with some answers, and they are summarized in the following points:

- The university should deliver the lessons through a verity of platforms and not just depend on only one platform

- Government should provide both teacher and earner with good internet connection and facilitates their access to the internet and the different leaning platforms

- Learners must be autonomous and responsible for their learning and do not depend on their teachers in everything.

- Teachers and students must be well informed in using the modern technologies and devices

- Teacher should play his/her role in the remote teaching process by providing the students with explanations and feedback

2.2.2.1. Discussion of the Teachers' Questionnaire

The analysis and the interpretation of the findings of the teachers' questionnaire which intended to conduct a study on the use of modern technologies in remote teaching as a consequence of Covid-19, is composed of three sections.

The first section includes two questions that aim to collect background information about the EFL teachers in Mila university centre. Generally, the results show that most of the participants have enough experience and qualifications to provide us with reliable information.

The second section under the title "education during covid 19: a turning point" is devoted to shedding light on teachers' experience with remote teaching during the Covid-19 pandemic and their students' productivity during this process. The results show that:

- All the teachers have experienced remote teaching because of the covid 19 pandemic and its effect on education

- Most of the EFL teachers stated that not all the modules can be taught remotely such as oral expression and phonetics.

- Students are less productive in remote teaching compared to face-to-face teaching because of their unfamiliarity with the use of technologies, the technical problems (platforms breakdowns and problems of internet connection), and lack of students' motivation because they miss Groupe work and the interaction between each other.

- Most of the teachers do not prefer to teach their students remotely because of students' lack of interaction and the difficulties they face when they access to the internet.

The purpose behind the analysis of the third section of the teachers' questionnaire is to know their attitudes about the use of modern technologies in remote education, the platforms they used and the challenges they faced switching from face to face to remote education. The result shows that:

- Teachers have average skills in using technological devices and they use mainly laptop computers during remote education.

- Most of the participants agreed that the dominant platform they used in their teaching is Moodle platform; some of them also said that they have used other platforms and tools such as Email, social media and google classroom.

- Teachers agreed that the Bad internet connection and platforms breakdowns (technical problems) are the major problem that faces them during this process.

- Remote education platforms facilitate the teaching process.

- Teachers have a negative attitude towards remote teaching in Mila University Centre and they claimed that using Moodle platform is not enough for providing the learners with the necessary explanation during the learning process.

- Face to face teaching cannot be replaced by remote education. This illustrates that all the teachers are aware of the importance of face-to-face interaction and the physical attendance of both teachers and students.

Finally, the majority of teachers suggest that:

- The university should deliver the lessons through a variety of platforms and not just depend on only one platform.

- Government should provide both teachers and learners with a good internet connection and facilitates their access to the internet and the different learning platforms.

- Learners must be autonomous and responsible for their learning and do not depend on their teachers in everything.

- Teachers and students must be well informed in using modern technologies and devices.

- The teacher should play his/her role in the remote teaching process by providing the students with explanations and feedback.

Conclusion

This chapter provided the findings of the research means utilized in the current investigation. From the analysis of both teachers and students' questionnaires, it is clear that EFL teachers and students of Mila university centre had faced many problems and challenges that leads them to show negative attitudes towards remote teaching.

Limitations

During the process of conducting the current study, several difficulties and problems are confronted, one of which is that the topic of this study is rather current and new, remote education during the covid-19 pandemic has not been researched previously due to its uniqueness because of its relativity to a newly discovered disease and an exceptional situation that the world have never experienced before this leads to a lack of reliable references (books in particular), it is also worth mentioning that this life-threatening epidemic has a noticeable effect on our health and psychological state which make it difficult to congregate with our partners.

Pedagogical Recommendations

- For more reliable results, conduct research that involves an interview Students should

- be autonomous in their learning and don't rely on their teachers in everything

- students should develop their skills in using modern technological devices and tools to cope with the wake of the digital revolution

- Teachers should design a course that is suable for online education.

- Teachers should provide the learners with instant feedback.

General Conclusion

Coronavirus is one of the most dangerous diseases that the world has ever witnessed. It has a significant effect on the process of education, forcing the teachers and the learners to adapt to remote education, which is considered a new experience for the EFL students and teachers in Mila university centre. The purpose of the current study is to identify the technologies that were used by EFL Mila university teachers during the process of emergency remote teaching, the challenges that faced both teachers and learners during this process, in addition to their attitudes towards remote education and to what extent remote teaching can replace face to face teaching.

In order to answer our questions, we conducted this research in the Department of Foreign Languages at Mila University, Abd Elhafid Boussouf, with second-year L.M.D students. This study is divided into two chapters. The first chapter is devoted to the theoretical part, which is the literature review of the study. It contains three sections the first section under the title covid-19, the global pandemic, which includes an overview of the covid-19 epidemic, its definition and its global impact, precisely what is essential to our research is its impact on the field of education, which witnesses a turning point in its method, i.e., switching from face to face to distance education. The second section was devoted to clarifying the concept of distance education, its history, theories, advantages and disadvantages, types, and the role of both teacher and the learner during this process. Third section of the first chapter provides us with the definitions of modern technologies and their implementation, in addition to some definitions of the various platforms and tools that were used during the period of the global pandemic, the

challenges that face both teachers and learners. The second chapter, which is the practical one, provides an analysis of the retrieved data from both students' and teachers' questionnaires, followed by an interpretation, discussion of the findings, further recommendations for both teacher and student besides the limitations of the study and the conclusion.

The findings confirm that due to the limitations of the technologies used in teaching and learning which in most cases depends on Moodle platform, the challenges that are faced in this process which are technical problems (platform breakdown and internet connection) in addition to the lack of explanation and interaction both EFL students and teachers have negative attitudes towards remote education in Mila university centre and they prefer the traditional method in which both of them are not separated. It is worth mentioning that although our study has its limitations; it can be a basis for further research about this new situation that faces the process of teaching and learning

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91

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Appendices

Student's questionnaire

Dear student,

You are kindly requested to answer the following questions in order to help us conduct our research. This survey aims at finding out your attitudes and perceptions about the use of modern technologies in remote learning of EFL during the covid-19 pandemic. Your answers are very important for the validity of our research

Please read the following questions and put a (✓) in the relevant answer:

Section one: general information

Q.1 How do you consider your level in using technological devices

Intermediate ☐   Novice ☐   Advanced ☐

Section two: Remote teaching during covid-19 pandemic

The covid-19 pandemic has a huge impact on the world, it affected many life domains, including education.

Q.2 As an EFL student in Mila university centre, did the covid-19 pandemic affected your learning process?

- Yes ☐   No ☐

- how was the effect?

Positive ☐   negative ☐

-Please justify your choice

Q.3 do you see that your university is handling the covid-19 outbreak successfully?

- Yes   ☐   - No ☐

Q.4 Have you ever been taught online before by any online teaching tools such as Moodle or Google classroom?

- yes ☐ - No ☐

Q.5 Most universities adopted the remote teaching during the pandemic; students had different opinions

How do you prefer to be taught?

- Online ☐ - In class ☐

Q.6 To what extent do you agree or disagree with the following statements? (choose only one answer):

	Strongly disagree	Disagree	agree	Strongly Agree
Learning from home is the same as learning in class				
It is easy to focus for a longer time while learning online.				
Learning online is more motivating to learn languages				
physical attendance and face-to-face contact with the teacher are necessary for learning.				
Learning online facilitates the process of learning languages				

Q.7 During the online learning, do you receive any help you need from teachers if you asked them?

- Yes, I do get the necessary explanation if I needed ☐

- No, I don't get any explanation ☐

Q.8 During the online learning period, did you notice that:

-You have got a better average than the average you usually get ☐

-You have got about the same average as you usually get ☐

-You have got a worse average than the average you usually get ☐

What do you think the reason is?.................

Section three: the use of modern technologies in remote learning

During the pandemic of covid-19, remote education was based on different technological tools and learning platforms.

Q.9 What type of technology devices do you have? (You can pick more than one answer)

- Smartphone ☐

- Desktop computer ☐

- Laptop ☐

-Tablet device ☐

- others ☐

- I don't have any of these ☐

Q.10 What are the technology tools and platforms your teacher uses for online learning?

- Google classroom ☐

- Moodle ☐

- Email ☐

- YouTube ☐

- Social media ☐

- Other tools: mention them: ………………………………………………….

Q.11 Is it easy for you to use the remote teaching tools e.g. (Moodle, Google classroom, Email, YouTube…)?

- Not easy at all   ☐

- Somewhat easy ☐

- Very easy   ☐

- Others: mention them …………………………………

Q.12 What type of difficulties you face during learning remotely?

- Lack of guidance   ☐

- Lack of explanation   ☐

-Technical problems, such as platforms breakdown or internet disconnection ☐

- Others ……………………………………………….

Q.13 To what extent do you agree or disagree with the following statements? (choose only one answer in the scale):

	Strongly disagree	Disagree	Agree	Strongly Agree
I feel comfortable using technology tools such as smartphones and computers.				
I feel comfortable using remote teaching platforms such as Moodle, google classroom, social media, emails, etc…?				
Using these technological tools and platforms (Moodle google classroom social media …) is helpful for the learning process.				

Q.14 As an EFL learner in an Algerian university, in few lines give your opinion about the online education in your university and do you think it is a successful experience?

……

……

……

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………

Thank you for your collaboration!

Teacher's questionnaire:

Dear teacher,

You are kindly requested to devote some of your valuable time to answer the following questions in order to help us to conduct our research; this survey aims to find out your attitudes about remote teaching and the use of modern technologies in this process during the Covid-19 pandemic.

Your answers are very important and greatly appreciated.

Section one: Background information

Tick the correct answer

Q.1 What professional degree do you hold?

Doctorate ☐   Magister ☐   Master2 ☐   Professor ☐

Q.2 Teaching experience:

1-4 years ☐

5 -10 years ☐

11-15 years ☐

More than 15 years ☐

Section two: Education during the Covid-19 : a turning point

Q.3 Have you taught your students online during the covid-19 pandemic?

-Yes ☐ -No ☐

-If yes, which module? …………………………………………………………………….

- Do you think that this module can be taught online?

- Yes ☐ - No ☐

-Explain your answer

……

…………………………………………………………………………………..

Q4. Do you find your students' performance more productive compared to face-to-face teaching?

- Yes ☐ -No ☐

Please explain the reasons in more details

……

…………………………………………………………………………………………

Q.5 Do u prefer teaching your students remotely? explain your answer

……

……

……

……………………………………………………………………………………

Section Three: the use of modern technologies in remote teaching

Q.6 How do you evaluate your experience using technological devices?

- Novice ☐

- Intermediate ☐

- Advanced ☐

Q.7 When teaching online, what are the technological devices that you like to use

a - Smartphone ☐

b- Desktop computer ☐

c- Laptop ☐

d-Tablet device ☐

c- others ☐

Mention them …………………………………………………………………………

Q.8 Which platform have you used the most in remote teaching?

- Moodle ☐

- google classroom ☐

- email ☐

- Skype ☐

- social media ☐

- other ☐

Q.9 Do you think that the remote teaching platforms and tools are facilitating your teaching process?

……

……

………………………………………………………………………………………

-Explain why?

Q.10 What are the challenges that you faced switching from face-to-face teaching to remote teaching? You can choose more than one answer

      a. students don't know how to use technological tools ☐

      b. technical issues (platforms breakdowns and internet connection problems) ☐

      c. lack of motivation among online learners ☐

      d. students facing problems in understanding the online courses ☐

Q.11 Do you think that remote teaching can replace face-to-face teaching?

   -   Yes   ☐   - No   ☐

Explain:

………

………

………

………………………………………………………………………………………………

Q.12 Since Mila university centre is mainly utilizing Moodle platform as a tool for remote education, do you think that this platform is enough for providing good learning for the students?

- Yes ☐   - No ☐

Explain your answer:

………

………

……………………………………………………………………………………………………

Q.13 What other solutions do you recommend for the purpose of developing remote education in Mila university centre?

………

………

………………………………………………………………………………………………….

Thank you for your collaboration!

الملخص

كان فيروس كوفيد 19 بلا شك نقطة تحول في عملية التعليم ، فقد أدت آثاره إلى تغيير جذري في طريقة التدريس والتعلم حيث تم التحول من الدراسية التقليدية إلى التعليم عن بعد من خلال استخدام تقنيات ومنصات حديثة مختلفة لإنقاذ السنة الدراسية . تهدف هذه الدراسة إلى تحديد التقنيات المختلفة التي تم استخدامها و التحقيق في فعاليتها في التدريس عن بعد أثناء جائحة كوفيد 19 ،وكذا التحديات التي تواجه الاساتذة و الطلبة، بالإضافة إلى مواقف الاساتذة والطلبة من استخدام هذه التقنيات في التعليم عن بعد. لتحقيق أهداف البحث ، تم تقديم استبيان لعينة تتكون من 70 طالبًا في السنة الثانية واستبيانًا آخر إلى 10 مدرسين من قسم اللغة الإنجليزية في جامعة عبد الحفيظ بوالصوف في ميلة. تكشف النتائج التي تم الحصول عليها من خلال استبيانات كل من الاساتذة و الطلبة أن عملية التدريس عن بُعد في جامعة ميلة تعتمد في معظم الحالات على منصة مودل. كما يُظهر أن عدم توفرالشرح والمشكلات التقنية مثل اعطال الاتصال بالإنترنت وانهيار المنصات كانت التحديات الرئيسية التي تواجه الطلبة والاساتذة على حد سواء ودفعتهم إلى اخد وجهة نظر سلبية تجاه التدريس عن بُعد.

الكلمات المفتاحية: كوفيد 19 ـ ، التقنيات الحديثة ، اللغة الإنجليزية كلغة أجنبية ، التدريس عن بعد ، التعليم عن بعد ، التعليم الإلكتروني

Résumé

Covid 19 a été indéniablement un tournant dans le processus d'éducation, ses effets ont conduit à un changement radical dans la façon d'enseigner et d'apprendre qui est un transformation de classe conventionnelle à l'enseignement à distance par l'utilisation de diverses technologies et plateformes modernes pour sauver l'année académique. Cette étude vise à déterminer les différentes technologies qui ont été utilisées et à étudier leur efficacité dans l'enseignement à distance pendant la pandémie de covid 19, les défis auxquels sont confrontés les enseignants et les apprenants, ainsi que les attitudes des enseignants et des élèves. Pour répondre aux objectifs de la recherche et vérifier l'hypothèse « l'utilisation des technologies modernes dans l'enseignement à distance n'a pas réussi à remplacer l'enseignement en face à face », un questionnaire a été soumis à un échantillon de 70 étudiants de deuxième année et un autre questionnaire à 10 enseignants du département d'anglais de Abd Alhafid Boussouf à l'Université de Mila. Les résultats fournis par les questionnaires des enseignants et des étudiants révèlent que le processus d'enseignement à distance au centre universitaire de Mila dépend dans la plupart des cas de la plate-forme Moodle. Il montre également que le manque d'explications et les problèmes techniques tels que la connexion Internet et la panne de la plate-forme étaient les principaux défis auxquels les étudiants et les enseignants sont confrontés et les ont amenés à avoir un point de vue négatif sur l'enseignement à distance.

Mots Clés: covid-19, l'education à distance**,** les platformes et les technologies modernes.